

AGENDA

REGULAR SCHOOL BOARD MEETING

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

October 25, 2016

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. OPENING PRAYER
3. PLEDGE OF ALLEGIANCE
4. RECOGNITIONS

ITEMS FOR CONSENT

5. REVIEW OF MINUTES
 - a. September 27, 2016, 1:00 p.m. – School Board Workshop
 - b. September 27, 2016, 4:30 p.m. – School Board Workshop
 - c. September 27, 2016, 6:00 p.m. – Regular School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #7**
 - a. Personnel 2016 – 2017

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS
 - a. Final Calculation 2015 - 16 - **SEE PAGE #10**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Budget Amendment – **SEE PAGE #13**

Fund Source: General Fund
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

- a. Contracted Service for Dual Enrollment Program - **SEE PAGE #29**

Fund Source: General Fund
Amount: \$21,297.60

ACTION REQUESTED: The Superintendent recommends approval.

- b. PAEC - ESE Autism - **SEE PAGE #35**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. PAEC – ESE Severe and Profound Disabilities – **SEE PAGE #70**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Addendum Memorandum of Understanding Elder Care Services Foster Grandparent Program and Gadsden County School Board– **SEE PAGE #108**

Fund Source: IDEA Federal Funded
Amount: \$58,000.00 for ten months (\$5,880.00 per month)

ACTION REQUESTED: The Superintendent recommends approval.

- e. Vision Services for Exceptional Students - **SEE PAGE #115**

Fund Source: FEFP Dollars
Amount: \$14,500.00 est.

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS

- a. Student Expulsion – (See back-up material)

Case #04-1617-0051

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – (See back-up material)

Case #08-1617-0071

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion - (See back-up material)
Case #09-1617-0071
ACTION REQUESTED: The Superintendent recommends approval.
- d. Student Expulsion – (See back-up material)
Case #10-1617-0051
ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. School Field Trip Request (Out-of-State) – James A. Shanks Middle School
SEE PAGE #124
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
- b. School Field Trip Request (Out-of-State) – East Gadsden High School
SEE PAGE #132
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
- c. District Improvement and Assistance Plan- **SEE PAGE #138**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
- d. Carter Parramore Academy School Improvement Plans - **SEE PAGE #198**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.
- e. Chattahoochee Elementary School Improvement Plans - **SEE PAGE #223**
Fund Source: N/A
Amount: N/A
ACTION REQUESTED: The Superintendent recommends approval.

- f. East Gadsden High School Improvement Plans – **SEE PAGE #250**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- g. Gadsden Elementary Magnet School Improvement Plans – **SEE PAGE #289**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- h. George W. Munroe Elementary School Improvement Plans – **SEE PAGE #310**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- i. Greensboro Elementary School Improvement Plans – **SEE PAGE #342**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- j. Gretna Elementary School Improvement Plans – **SEE PAGE #372**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- k. Havana Magnet School Improvement Plans – **SEE PAGE #405**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- l. James A. Shanks Middle School Improvement Plans – **SEE PAGE #439**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.

- m. St. John Elementary School Improvement Plans – **SEE PAGE #478**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- n. Stewart Street Elementary School Improvement Plans – **SEE PAGE #503**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- o. West Gadsden High School Improvement Plans – **SEE PAGE #531**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- p. Carter Parramore Academy School Advisory Council Roster and Meetings
SEE PAGE #599
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- q. Chattahoochee Elementary School Advisory Council Roster and Meetings
SEE PAGE #604
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.
- r. Galloway Academy Charter School Advisory Council Roster and Meetings
SEE PAGE #609
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.

- s. George W. Munroe Elementary School Advisory Council Roster and Meetings
SEE PAGE #612

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- t. Gretna Elementary School Advisory Council Roster and Meetings
SEE PAGE #617

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- u. Havana Magnet School Advisory Council Roster and Meetings
SEE PAGE #622

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- v. James A. Shanks Middle School Advisory Council Roster and Meetings
SEE PAGE #631

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- w. Stewart Street Elementary School Advisory Council Roster and Meetings
SEE PAGE #637

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

- 11. FACILITIES UPDATE
- 12. EDUCATIONAL ITEMS BY THE SUPERINTENDENT
- 13. SCHOOL BOARD REQUESTS AND CONCERNS
- 14. ADJOURNMENT

The School Board of Gadsden County

PINK HIGHTOWER, Ph.D.

INTERIM SUPERINTENDENT OF SCHOOLS

35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA 32351
TEL: (850) 627-9651
FAX: (850) 627-2760
www.gcps.k12.fl.us



October 25, 2016

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2016-2017

The following reflects the total number of full-time employees in this school district for the 2016-2017 school term, as of October 25, 2016.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees October 2016</u>
Classroom Teachers and Other Certified	120 & 130	409.00
Administrators	110	56.00
Non-Instructional	150, 160, & 170	<u>396.00</u>
		861.00

Sincerely,

Pink Hightower, PhD
Superintendent of Schools

DISTRICT NO. 1
Havana, FL 32333
Midway, FL 32343

Steve Scott
DISTRICT NO. 2
Quincy, FL 32351
Havana, FL 32333

Isaac Simmons, Jr.
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

Charlie D. Frost
DISTRICT NO. 4
Gretna, FL 32332
Quincy, FL 32352

Roger P. Milton
DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2016/2017**REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:****LEAVE**

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Walker, Renette	CPA/Teacher	09/22/2016	06/05/2017
York, Clarissa	SSES/Teacher	09/19/2016	10/14/2016

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Baker, Patricia	JASMS	SFS Worker	10/03/2016
Chavez, Paulette	GWM	Teacher	10/03/2016
Davis, Tony	JASMS	Teacher	09/30/2016
Mathews-Nelloms, Dionne	District	Supervisor, Curriculum/Instruction	08/05/2016
Mathison, Robert	Transportation	Bus Driver	10/21/2016
McNeil, Tinika*	EGHS	Secretary II	10/07/2016
Milton, Roger	District	School Board	11/04/2016
Perkins, Lakysa*	EGHS	Secretary	10/14/2016
Pringley, Brandi	GWM	Education Paraprofessional	07/25/2016
Radford, Gloria	JASMS	Custodial Assistant	10/06/2016
Robinson, Allen*	EGHS	Education Paraprofessional	10/14/2016
Thomas-Izuagie, Tyler	GWM	Teacher	08/08/2016
Trumpler, Felicia	GWM	Guidance Counselor	10/21/2016
Williams, Justina	District ESE	Speech Language Pathologist	10/14/2016

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position</u> <u>Transferring From</u>	<u>Location/Position</u> <u>Transferring To</u>	<u>Effective Date</u>
Robinson, Patricia	GRES/Teacher	CPA/Teacher	09/26/2016

RETIREMENT

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Burdick, Johnnie	Maintenance	Boiler Mechanic	10/11/2016

TERMINATION

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Stokeley, Edward	GWM	Teacher	10/10/2016

INSTRUCTIONAL

<u>Annual</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Joseph, Milca	GWM	Teacher	10/18/2016
Rodier, Christopher	WGHS	Teacher	09/21/2016

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Jackson, Hilda	District	Program Specialist	10/10/2016
McNeil, Tinika	EGHS	Secretary	10/10/2016
Perkins, Lakysa	Head Start/PreK	HIPPY Coordinator	10/10/2016
Robinson, Allen	EGHS	Secretary	10/17/2016

OUT-OF-FIELD

<u>Name</u>	<u>Location</u>	<u>Out-of-Field Area</u>	<u>No. of Periods</u>
Dilworth-Porter, Latasha	GEMS	Language Arts	All Periods
Williams, Joseph	GCA	Social Science Elementary	1 period

Dr. Pink Hightower Superintendent (Interim) effective October 1, 2016 through November 22, 2016

Substitutes

Knight, Maurine
Tolbert, Destiny

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _ 7a _____

DATE OF SCHOOL BOARD MEETING: October 25, 2016

TITLE OF AGENDA ITEMS: Final Calculation 2015-16

DIVISION: Finance

PURPOSE AND SUMMARY OF ITEMS: For the Board to be aware of changes to FEFP funding for Fiscal year 2015-16 that will be impacting 2016-17

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Thomas Kauffman

POSITION: Interim Assistant Superintendent for Business Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMANS'S SIGNATURE: page(s) numbered _____
Be sure that the Comptroller has signed the budget page.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: October 25, 2016

TITLE OF AGENDA ITEMS: Budget Amendment

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Budget Amendment Update July- October 2016

FUND SOURCE: General Fund

AMOUNT:

PREPARED BY: LaClarence Mays

POSITION: Budget Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMANS'S SIGNATURE: page(s) numbered

Be sure that the Comptroller has signed the budget page.

Revenue Report

October 2016 - 2017

Fund	Revenue	Year	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Receivable	Balance	Percent	
110 : GENERAL FUND	191 : ROTC	2016 - 2017	127,295.28	0.00	0.00	0.00	127,295.28	100.00	0
110 : GENERAL FUND	199 : MISCELLANEOUS FEDERAL DIRECT	2016 - 2017	5,716.41	30,114.15	0.00	0.00	-24,397.74	0.00	0
110 : GENERAL FUND	202 : MEDICAID	2016 - 2017	150,000.00	835.74	0.00	0.00	149,164.26	99.44	0
110 : GENERAL FUND	280 : FEDERAL THROUGH LOCAL	2016 - 2017	100,000.00	37,278.88	0.00	0.00	62,721.12	62.72	0
110 : GENERAL FUND	310 : FLA. EDU. FINANCE PROG (FEFP)	2016 - 2017	25,309,212.00	7,414,793.00	0.00	0.00	17,894,419.00	70.70	0
110 : GENERAL FUND	315 : WORKFORCE DEVELOPMENT	2016 - 2017	383,169.00	111,755.00	0.00	0.00	271,414.00	70.83	0
110 : GENERAL FUND	318 : ADULTS WITH DISABILITIES	2016 - 2017	100,000.00	8,000.00	0.00	0.00	92,000.00	92.00	0
110 : GENERAL FUND	323 : CO & DS WITHHELD FOR ADM EXP	2016 - 2017	4,371.00	0.00	0.00	0.00	4,371.00	100.00	0
110 : GENERAL FUND	341 : RACING COMMISSION FUNDS	2016 - 2017	223,250.00	0.00	0.00	0.00	223,250.00	100.00	0
110 : GENERAL FUND	342 : STATE FOREST FUNDS	2016 - 2017	8,339.86	0.00	0.00	0.00	8,339.86	100.00	0
110 : GENERAL FUND	343 : STATE LICENSE TAX	2016 - 2017	6,000.00	1,313.13	0.00	0.00	4,686.87	78.11	0
110 : GENERAL FUND	355 : CLASS SIZE REDUCTION	2016 - 2017	5,564,404.00	1,391,100.00	0.00	0.00	4,173,304.00	75.00	0
110 : GENERAL FUND	361 : SCHOOL RECOGNITION FUNDS	2016 - 2017	179,194.00	0.00	0.00	0.00	179,194.00	100.00	0
110 : GENERAL FUND	371 : Voluntary Pre-K Program	2016 - 2017	525,000.00	47,955.25	0.00	0.00	477,044.75	90.87	0
110 : GENERAL FUND	390 : MISCELLANEOUS STATE REVENUE	2016 - 2017	0.00	5,187.15	0.00	0.00	-5,187.15	0.00	0
110 : GENERAL FUND	399 : OTHER MISCELLANEOUS STATE REV	2016 - 2017	300,000.00	0.00	0.00	0.00	300,000.00	100.00	0
110 : GENERAL FUND	411 : DISTRICT SCHOOL TAXES	2016 - 2017	7,962,367.00	24,462.74	0.00	0.00	7,937,904.26	99.69	0
110 : GENERAL FUND	421 : TAX REDEMPTIONS	2016 - 2017	12,848.00	0.00	0.00	0.00	12,848.00	100.00	0
110 : GENERAL FUND	425 : RENT	2016 - 2017	250.00	942.00	0.00	0.00	-692.00	0.00	0
110 : GENERAL FUND	431 : INTEREST ON INVESTMENTS	2016 - 2017	1,676.00	3,125.18	0.00	0.00	-1,449.18	0.00	0
110 : GENERAL FUND	440 : GIFTS, GRANTS, AND BEQUESTS	2016 - 2017	1,000.00	0.00	0.00	0.00	1,000.00	100.00	0
110 : GENERAL FUND	461 : ADULT GENERAL ED. COURSE FEES	2016 - 2017	300.00	0.00	0.00	0.00	300.00	100.00	0
110 : GENERAL FUND	462 : POSTSECONDARY VOC COURSE FEE	2016 - 2017	5,000.00	4,536.00	0.00	0.00	464.00	9.28	0
110 : GENERAL FUND	490 : MISCELLANEOUS LOCAL SOURCES	2016 - 2017	625,000.00	372,491.38	0.00	0.00	252,508.62	40.40	0
110 : GENERAL FUND	491 : BUS FEES	2016 - 2017	0.00	150.00	0.00	0.00	-150.00	0.00	0
110 : GENERAL FUND	492 : TRANS SVCS SCHOOL ACTIVITIES	2016 - 2017	0.00	29,662.48	0.00	0.00	-29,662.48	0.00	0
110 : GENERAL FUND	493 : SALE OF JUNK	2016 - 2017	0.00	1,947.25	0.00	0.00	-1,947.25	0.00	0
110 : GENERAL FUND	501 : FOCUS revenue code for transactions that should not require this	2016 - 2017	0.00	1,565.48	0.00	0.00	-1,565.48	0.00	0
110 : GENERAL FUND	630 : TRANSFERS FROM CAPITAL PROJ FD	2016 - 2017	1,300,000.00	0.00	0.00	0.00	1,283,620.00	98.74	0
110 : GENERAL FUND	730 : SALE OF CAPITAL ASSETS	2016 - 2017	25,000.00	0.00	0.00	0.00	25,000.00	100.00	0

Fund	Revenue	Year	Budgeted	Collected Non-Accrual	Collected against an Accrual	Accrued Receivable	Balance	Percent	
110 : GENERAL FUND	732 : SALE OF LAND AND BUILDINGS	2016 - 2017	0.00	8,368.00	0.00	0.00	-8,368.00	0.00	0
110 : GENERAL FUND	800 : Beginning Fund Balance July 1	2016 - 2017	3,252,018.25	0.00	0.00	0.00	3,252,018.25	100.00	0
		Page Totals	3,252,018.25	8,368.00	0.00	0.00	3,243,650.25	99.74	0
		Grand Totals	46,171,410.80	9,495,582.81	0.00	0.00	36,659,447.99	79.40	0

Expense Report

October 2016 - 2017

Fund	Function	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent
110 : GENERAL FUND	5100 : INSTRUCTIONAL K-12	2016 - 2017	16,614,363.91	10,958,907.10	294,760.93	1,221,860.04	3,157,718.28	3,449,317.01	1,911,378.87	11.50
110 : GENERAL FUND	5200 : EXCEPTIONAL	2016 - 2017	4,601,250.22	2,625,457.79	229,321.25	228,916.21	599,186.85	704,536.57	1,041,934.61	22.64
110 : GENERAL FUND	5300 : VOCATIONAL TECHNICAL	2016 - 2017	397,095.88	308,381.95	12,380.55	27,775.20	70,590.93	72,367.21	3,966.17	1.00
110 : GENERAL FUND	5400 : ADULT GENERAL	2016 - 2017	970,852.01	447,800.23	0.00	36,144.43	104,269.51	134,432.54	388,619.24	40.03
110 : GENERAL FUND	5500 : PRE-KINDERGARTEN	2016 - 2017	1,631,572.00	372,767.97	11,833.91	29,071.40	94,003.89	94,003.89	1,152,966.23	70.67
110 : GENERAL FUND	5900 : OTHER INSTRUCTION	2016 - 2017	634,478.85	0.00	0.00	0.00	41,800.00	58,213.98	576,264.87	90.82
110 : GENERAL FUND	6100 : PUPIL PERSONNEL SERVICE	2016 - 2017	1,993,273.77	1,436,236.56	75,075.00	115,619.97	325,093.83	366,687.85	115,274.36	5.78
110 : GENERAL FUND	6200 : INSTRUCTIONAL MEDIA SERVICE	2016 - 2017	653,685.83	435,196.33	83,357.44	33,168.24	101,188.22	107,950.38	27,181.68	4.16
110 : GENERAL FUND	6300 : INSTRUCTIONAL/CURRICULUM DEV	2016 - 2017	1,004,642.27	696,481.71	72,000.00	22,422.30	170,454.28	236,160.56	0.00	0.00
110 : GENERAL FUND	6400 : INSTRUCTIONAL STAFF TRAINING	2016 - 2017	829,505.73	102,339.24	18,728.14	4,487.11	44,007.99	55,478.97	652,959.38	78.72
110 : GENERAL FUND	6500 : INSTRUCTION RELATED TECHNOLOGY	2016 - 2017	223,035.85	37,424.59	0.00	144.28	41,351.23	92,050.39	93,560.87	41.95
110 : GENERAL FUND	7100 : BOARD OF EDUCATION	2016 - 2017	469,802.62	122,362.57	6,319.65	54,531.31	106,808.29	121,816.88	219,303.52	46.68
110 : GENERAL FUND	7200 : GENERAL ADMINISTRATION	2016 - 2017	695,620.46	219,492.39	39,164.73	34,807.98	144,228.02	184,512.19	252,451.15	36.29
110 : GENERAL FUND	7300 : SCHOOL ADMINISTRATION	2016 - 2017	3,524,954.15	2,768,036.44	0.00	0.00	586,447.24	756,917.71	0.00	0.00
110 : GENERAL FUND	7400 : FACILITIES ACQ & CONSTRUCTION	2016 - 2017	208,002.76	61,521.78	0.00	0.00	13,869.60	20,507.25	125,973.73	60.56
110 : GENERAL FUND	7500 : FISCAL SERVICES	2016 - 2017	526,923.79	286,288.72	12,665.60	2,048.98	82,599.03	120,842.69	107,126.78	20.33
110 : GENERAL FUND	7600 : FOOD SERVICE	2016 - 2017	27,381.56	0.00	0.00	0.00	0.00	2,870.80	24,510.76	89.52
110 : GENERAL FUND	7700 : CENTRAL SERVICES	2016 - 2017	399,691.50	246,011.38	16,700.58	-5,292.78	73,232.33	96,111.34	40,868.20	10.22
110 : GENERAL FUND	7790 : OTHER CENTRAL SERVICES	2016 - 2017	5,000.00	0.00	0.00	0.00	0.00	0.00	5,000.00	100.00
110 : GENERAL FUND	7800 : PUPIL TRANSPORTATION SERVICES	2016 - 2017	2,950,772.85	1,318,189.59	128,766.02	42,086.82	354,671.15	432,490.25	1,071,326.99	36.31
110 : GENERAL FUND	7900 : OPERATION OF PLANT	2016 - 2017	3,939,528.87	1,369,513.68	444,980.68	387,169.47	1,341,714.31	1,583,864.54	541,169.97	13.74
110 : GENERAL FUND	8100 : MAINTENANCE OF PLANT	2016 - 2017	1,190,103.40	518,883.29	103,628.20	28,659.94	201,980.48	259,447.60	308,144.31	25.89
110 : GENERAL FUND	8200 : ADMIN. TECHNOLOGY SERVICES	2016 - 2017	1,643,961.80	330,397.19	153,397.78	54,385.02	400,842.94	439,081.26	721,085.57	43.86
110 : GENERAL FUND	9100 : COMMUNITY SERVICES	2016 - 2017	1,863.40	0.00	0.00	0.00	46,351.11	48,214.51	-46,351.11	0.00
		Page Totals	45,137,363.48	24,661,690.50	1,703,080.46	2,318,005.92	8,102,409.51	9,437,876.37	9,334,716.15	20.68
		Grand Totals	45,137,363.48	24,661,690.50	1,703,080.46	2,318,005.92	8,102,409.51	9,437,876.37	9,334,716.15	20.68

Expense Report

October 2016 - 2017

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	5100	120	2016 - 2017	10,213,261.05	8,243,057.49	0.00	817,752.10	1,665,053.43	1,671,570.49	298,633.07	2.92	□
110	5100	121	2016 - 2017	471,085.00	0.00	0.00	0.00	0.00	0.00	471,085.00	100.00	□
110	5100	123	2016 - 2017	216,659.76	187,834.36	0.00	15,619.44	27,663.06	27,663.06	1,162.34	0.54	□
110	5100	125	2016 - 2017	12,956.90	0.00	0.00	0.00	3,519.36	12,956.90	0.00	0.00	□
110	5100	126	2016 - 2017	29,988.77	0.00	0.00	29,988.77	29,988.77	29,988.77	0.00	0.00	□
110	5100	128	2016 - 2017	17,972.58	0.00	0.00	0.00	0.00	17,972.58	0.00	0.00	□
110	5100	140	2016 - 2017	34,563.50	0.00	0.00	26,697.47	34,470.92	34,563.50	0.00	0.00	□
110	5100	150	2016 - 2017	287,990.67	228,277.97	0.00	0.00	43,165.36	43,165.36	16,547.34	5.75	□
110	5100	158	2016 - 2017	965.28	0.00	0.00	0.00	0.00	965.28	0.00	0.00	□
110	5200	120	2016 - 2017	1,944,814.43	1,554,210.46	0.00	158,079.29	320,834.69	320,834.69	69,769.28	3.59	□
110	5200	121	2016 - 2017	1,838.63	0.00	0.00	1,490.54	1,838.63	1,838.63	0.00	0.00	□
110	5200	123	2016 - 2017	17,636.05	14,813.98	0.00	1,448.41	1,659.73	1,659.73	1,162.34	6.59	□
110	5200	125	2016 - 2017	3,057.05	0.00	0.00	0.00	998.21	3,057.05	0.00	0.00	□
110	5200	128	2016 - 2017	44,505.83	0.00	0.00	0.00	0.00	44,505.83	0.00	0.00	□
110	5200	140	2016 - 2017	6,943.43	0.00	0.00	2,305.24	3,579.30	6,943.43	0.00	0.00	□
110	5200	150	2016 - 2017	474,202.08	395,898.09	0.00	0.00	78,303.99	78,303.99	0.00	0.00	□
110	5200	158	2016 - 2017	23,330.30	0.00	0.00	0.00	0.00	23,330.30	0.00	0.00	□
110	5200	160	2016 - 2017	53,169.38	44,307.84	0.00	0.00	8,861.54	8,861.54	0.00	0.00	□
110	5200	161	2016 - 2017	1,304.87	0.00	0.00	0.00	1,304.87	1,304.87	0.00	0.00	□
110	5200	162	2016 - 2017	233.19	0.00	0.00	0.00	233.19	233.19	0.00	0.00	□
110	5200	168	2016 - 2017	2,288.92	0.00	0.00	0.00	0.00	2,288.92	0.00	0.00	□
110	5300	120	2016 - 2017	285,230.68	241,237.70	0.00	21,362.49	42,830.65	42,830.65	1,162.33	0.41	□
110	5300	123	2016 - 2017	2,430.33	2,113.34	0.00	211.33	316.99	316.99	0.00	0.00	□
110	5300	125	2016 - 2017	1,642.27	0.00	0.00	0.00	0.00	1,642.27	0.00	0.00	□
110	5300	140	2016 - 2017	263.78	0.00	0.00	263.78	263.78	263.78	0.00	0.00	□
110	5400	120	2016 - 2017	485,378.00	360,932.79	0.00	28,524.75	76,137.97	87,778.54	36,666.67	7.55	□
110	5400	125	2016 - 2017	24,184.28	0.00	0.00	0.00	9,032.36	24,184.28	0.00	0.00	□
110	5400	140	2016 - 2017	194.68	0.00	0.00	194.68	194.68	194.68	0.00	0.00	□
110	5500	120	2016 - 2017	216,243.34	183,972.52	0.00	18,397.24	31,108.49	31,108.49	1,162.33	0.54	□
110	5500	122	2016 - 2017	10,901.73	0.00	0.00	0.00	10,901.73	10,901.73	0.00	0.00	□
110	5500	123	2016 - 2017	1,162.33	1,056.66	0.00	105.67	105.67	105.67	0.00	0.00	□

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	5500	126	2016 - 2017	1,660.00	0.00	0.00	1,660.00	1,660.00	1,660.00	0.00	0.00	□
110	5500	132	2016 - 2017	1,991.28	0.00	0.00	0.00	1,991.28	1,991.28	0.00	0.00	□
110	5500	140	2016 - 2017	115.06	0.00	0.00	60.78	115.06	115.06	0.00	0.00	□
110	5500	150	2016 - 2017	124,321.55	102,802.30	0.00	0.00	20,720.26	20,720.26	798.99	0.64	□
110	5500	151	2016 - 2017	825.68	0.00	0.00	0.00	825.68	825.68	0.00	0.00	□
110	5500	152	2016 - 2017	3,879.53	0.00	0.00	0.00	3,879.53	3,879.53	0.00	0.00	□
110	5900	166	2016 - 2017	15,175.57	0.00	0.00	0.00	0.00	15,175.57	0.00	0.00	□
110	6100	110	2016 - 2017	68,755.50	51,566.63	0.00	0.00	11,626.12	17,188.87	0.00	0.00	□
110	6100	130	2016 - 2017	1,255,163.02	1,037,588.84	0.00	69,009.91	210,118.94	217,574.18	0.00	0.00	□
110	6100	133	2016 - 2017	13,296.86	11,918.65	0.00	1,272.55	1,378.21	1,378.21	0.00	0.00	□
110	6100	138	2016 - 2017	20,935.48	0.00	0.00	0.00	1,694.17	20,935.48	0.00	0.00	□
110	6100	140	2016 - 2017	4,484.39	0.00	0.00	2,954.25	4,484.39	4,484.39	0.00	0.00	□
110	6100	160	2016 - 2017	57,231.47	45,031.90	0.00	0.00	9,616.07	12,199.57	0.00	0.00	□
110	6200	110	2016 - 2017	72,100.00	54,075.01	0.00	0.00	12,191.66	18,024.99	0.00	0.00	□
110	6200	125	2016 - 2017	2,910.25	0.00	0.00	0.00	2,910.25	2,910.25	0.00	0.00	□
110	6200	130	2016 - 2017	340,483.94	292,032.98	0.00	25,639.81	48,450.96	48,450.96	0.00	0.00	□
110	6200	133	2016 - 2017	2,324.66	2,113.32	0.00	211.34	211.34	211.34	0.00	0.00	□
110	6200	140	2016 - 2017	182.34	0.00	0.00	182.34	182.34	182.34	0.00	0.00	□
110	6300	110	2016 - 2017	277,081.52	196,918.88	0.00	5,295.00	53,628.38	80,162.64	0.00	0.00	□
110	6300	114	2016 - 2017	3,191.50	0.00	0.00	0.00	3,191.50	3,191.50	0.00	0.00	□
110	6300	115	2016 - 2017	7,581.75	0.00	0.00	0.00	7,581.75	7,581.75	0.00	0.00	□
110	6300	130	2016 - 2017	314,289.60	258,383.63	0.00	13,109.69	50,373.15	55,905.97	0.00	0.00	□
110	6300	133	2016 - 2017	5,268.00	4,425.44	0.00	115.28	842.56	842.56	0.00	0.00	□
110	6300	138	2016 - 2017	2,090.64	0.00	0.00	0.00	0.00	2,090.64	0.00	0.00	□
110	6300	140	2016 - 2017	66.95	0.00	0.00	66.95	66.95	66.95	0.00	0.00	□
110	6300	160	2016 - 2017	118,348.03	89,189.09	0.00	0.00	22,126.07	29,158.94	0.00	0.00	□
110	6300	161	2016 - 2017	1,665.54	0.00	0.00	0.00	1,665.54	1,665.54	0.00	0.00	□
110	6300	164	2016 - 2017	8,994.86	0.00	0.00	0.00	0.00	8,994.86	0.00	0.00	□
110	6300	165	2016 - 2017	4,217.94	0.00	0.00	0.00	0.00	4,217.94	0.00	0.00	□
110	6400	130	2016 - 2017	110,210.00	82,657.52	0.00	0.00	18,635.82	27,552.48	0.00	0.00	□
110	6500	160	2016 - 2017	35,580.03	27,617.17	0.00	0.00	4,274.61	6,597.44	1,365.42	3.84	□
110	7100	161	2016 - 2017	123.20	0.00	0.00	0.00	123.20	123.20	0.00	0.00	□
110	7100	170	2016 - 2017	136,973.27	84,488.48	0.00	0.00	18,775.20	28,162.80	24,321.99	17.76	□
110	7200	110	2016 - 2017	191,889.35	64,109.25	0.00	0.00	32,627.24	48,410.52	79,369.58	41.36	□
110	7200	113	2016 - 2017	2,000.00	0.00	0.00	0.00	333.34	500.01	1,499.99	75.00	□
110	7200	160	2016 - 2017	153,120.61	116,000.18	0.00	0.00	25,108.07	37,120.42	0.01	0.00	□
110	7200	161	2016 - 2017	3,165.57	0.00	0.00	0.00	2,399.54	3,165.57	0.00	0.00	□

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	7300	110	2016 - 2017	1,906,091.35	1,505,449.13	0.00	0.00	321,739.35	400,642.22	0.00	0.00	□
110	7300	115	2016 - 2017	7,320.52	0.00	0.00	0.00	0.00	7,320.52	0.00	0.00	□
110	7300	118	2016 - 2017	10,468.47	0.00	0.00	0.00	0.00	10,468.47	0.00	0.00	□
110	7300	160	2016 - 2017	870,263.10	679,580.02	0.00	0.00	148,420.05	190,683.08	0.00	0.00	□
110	7300	166	2016 - 2017	1,429.83	0.00	0.00	0.00	1,429.83	1,429.83	0.00	0.00	□
110	7300	168	2016 - 2017	830.35	0.00	0.00	0.00	0.00	830.35	0.00	0.00	□
110	7400	110	2016 - 2017	70,555.00	52,916.26	0.00	0.00	11,930.41	17,638.74	0.00	0.00	□
110	7500	110	2016 - 2017	120,510.00	90,382.50	0.00	0.00	20,377.50	30,127.50	0.00	0.00	□
110	7500	160	2016 - 2017	216,411.46	135,324.03	0.00	0.00	31,472.61	48,106.26	32,981.17	15.24	□
110	7500	161	2016 - 2017	882.02	0.00	0.00	0.00	882.02	882.02	0.00	0.00	□
110	7500	165	2016 - 2017	4,787.87	0.00	0.00	0.00	0.00	4,787.87	0.00	0.00	□
110	7600	165	2016 - 2017	25,006.55	0.00	0.00	0.00	0.00	511.13	24,495.42	97.96	□
110	7600	168	2016 - 2017	1,955.21	0.00	0.00	0.00	0.00	1,955.21	0.00	0.00	□
110	7700	110	2016 - 2017	111,688.00	73,580.63	0.00	0.00	19,464.87	24,464.87	13,642.50	12.21	□
110	7700	160	2016 - 2017	160,720.01	120,992.99	0.00	-6,773.37	20,061.67	32,658.10	7,068.92	4.40	□
110	7700	161	2016 - 2017	2,198.19	0.00	0.00	0.00	2,198.19	2,198.19	0.00	0.00	□
110	7800	110	2016 - 2017	74,697.00	56,022.75	0.00	0.00	12,630.83	18,674.25	0.00	0.00	□
110	7800	140	2016 - 2017	15,524.12	0.00	0.00	0.00	12,758.37	15,524.12	0.00	0.00	□
110	7800	160	2016 - 2017	1,058,113.31	860,725.43	0.00	29.75	176,100.34	197,387.88	0.00	0.00	□
110	7800	161	2016 - 2017	53,612.81	0.00	0.00	0.00	53,612.81	53,612.81	0.00	0.00	□
110	7800	162	2016 - 2017	9,183.94	0.00	0.00	0.00	9,183.94	9,183.94	0.00	0.00	□
110	7800	165	2016 - 2017	3,155.45	0.00	0.00	0.00	3,155.45	3,155.45	0.00	0.00	□
110	7800	166	2016 - 2017	3,174.84	0.00	0.00	0.00	2,454.84	3,174.84	0.00	0.00	□
110	7800	168	2016 - 2017	32,726.48	0.00	0.00	0.00	0.00	32,726.48	0.00	0.00	□
110	7900	140	2016 - 2017	4,676.75	0.00	0.00	0.00	3,863.70	4,676.75	0.00	0.00	□
110	7900	160	2016 - 2017	1,241,803.68	981,224.09	0.00	0.00	207,506.90	247,451.42	13,128.17	1.06	□
110	7900	165	2016 - 2017	1,529.75	0.00	0.00	0.00	0.00	1,529.75	0.00	0.00	□
110	7900	168	2016 - 2017	3,334.36	0.00	0.00	0.00	0.00	3,334.36	0.00	0.00	□
110	8100	160	2016 - 2017	556,649.96	395,976.78	0.00	0.00	94,182.58	138,758.21	21,914.97	3.94	□
110	8100	161	2016 - 2017	2,093.79	0.00	0.00	0.00	1,937.48	2,093.79	0.00	0.00	□
110	8100	165	2016 - 2017	5,413.94	0.00	0.00	0.00	5,413.94	5,413.94	0.00	0.00	□
110	8200	160	2016 - 2017	348,557.43	261,418.08	0.00	0.00	58,938.98	87,139.35	0.00	0.00	□
110	9100	166	2016 - 2017	868.95	0.00	0.00	0.00	42,733.14	43,602.09	-42,733.14	0.00	□
			Page Totals	14,885,236.76	11,456,656.54	0.00	1,122,335.53	2,392,261.70	2,531,229.52	897,350.70	6.03	□
			Grand Totals	25,174,328.52	19,192,225.16	0.00	1,235,275.48	4,228,626.35	4,906,898.67	1,075,204.69	4.27	□

Expense Report

October 2016 - 2017

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	5100	210	2016 - 2017	821,817.94	664,197.44	0.00	63,724.64	132,275.16	134,137.99	23,482.51	2.86	□
110	5100	220	2016 - 2017	818,129.24	662,426.64	0.00	63,695.43	129,652.79	132,328.58	23,374.02	2.86	□
110	5100	230	2016 - 2017	1,089,868.89	910,932.21	0.00	87,999.74	164,574.39	164,592.08	14,344.60	1.32	□
110	5100	232	2016 - 2017	25,803.04	21,434.84	0.00	2,071.94	3,829.40	3,848.36	519.84	2.01	□
110	5100	240	2016 - 2017	51,367.15	40,746.15	0.00	4,539.56	9,322.74	9,501.16	1,119.84	2.18	□
110	5200	210	2016 - 2017	202,821.03	159,936.90	0.00	12,955.87	32,847.35	38,477.94	4,406.19	2.17	□
110	5200	220	2016 - 2017	194,378.21	153,706.15	0.00	11,566.88	29,571.52	35,350.92	5,321.14	2.74	□
110	5200	230	2016 - 2017	340,946.51	285,675.52	0.00	17,830.76	53,691.02	53,691.02	1,579.97	0.46	□
110	5200	232	2016 - 2017	6,284.23	5,272.08	0.00	415.12	1,009.50	1,009.50	2.65	0.04	□
110	5200	240	2016 - 2017	14,858.23	11,636.77	0.00	832.99	2,553.20	3,084.91	136.55	0.92	□
110	5300	210	2016 - 2017	24,491.27	20,755.48	0.00	1,867.89	3,735.78	3,735.78	0.01	0.00	□
110	5300	220	2016 - 2017	21,894.06	18,616.37	0.00	1,501.40	3,003.09	3,128.72	148.97	0.68	□
110	5300	230	2016 - 2017	28,547.11	23,940.75	0.00	2,394.07	4,606.36	4,606.36	0.00	0.00	□
110	5300	232	2016 - 2017	751.80	628.80	0.00	62.88	123.00	123.00	0.00	0.00	□
110	5300	240	2016 - 2017	1,319.28	1,089.51	0.00	111.36	221.38	229.76	0.01	0.00	□
110	5400	210	2016 - 2017	42,909.57	32,574.30	0.00	2,800.64	6,823.77	7,577.94	2,757.33	6.43	□
110	5400	220	2016 - 2017	38,785.11	27,611.38	0.00	2,016.83	6,163.74	8,191.23	2,982.50	7.69	□
110	5400	230	2016 - 2017	35,919.67	24,099.96	0.00	2,394.08	5,023.10	5,439.81	6,379.90	17.76	□
110	5400	232	2016 - 2017	1,324.44	881.28	0.00	66.96	182.04	217.56	225.60	17.03	□
110	5400	240	2016 - 2017	2,459.56	1,700.52	0.00	146.49	435.39	572.04	187.00	7.60	□
110	5500	210	2016 - 2017	25,489.05	21,439.70	0.00	1,516.26	3,989.26	3,989.26	60.09	0.24	□
110	5500	220	2016 - 2017	27,383.20	22,019.12	0.00	1,479.00	5,192.67	5,192.67	171.41	0.63	□
110	5500	230	2016 - 2017	46,973.53	39,330.58	0.00	1,824.15	5,726.14	5,726.14	1,916.81	4.08	□
110	5500	232	2016 - 2017	930.69	752.65	0.00	53.16	137.25	137.25	40.79	4.38	□
110	5500	240	2016 - 2017	1,829.79	1,394.44	0.00	103.15	363.69	363.69	71.66	3.92	□
110	5900	220	2016 - 2017	1,160.96	0.00	0.00	0.00	0.00	1,160.96	0.00	0.00	□
110	5900	240	2016 - 2017	77.45	0.00	0.00	0.00	0.00	77.45	0.00	0.00	□
110	6100	210	2016 - 2017	106,867.84	86,667.44	0.00	5,407.80	17,697.71	20,200.39	0.01	0.00	□
110	6100	220	2016 - 2017	107,436.44	87,677.11	0.00	5,281.72	17,176.33	19,759.33	0.00	0.00	□
110	6100	230	2016 - 2017	128,402.58	107,263.18	0.00	6,119.74	20,084.27	21,139.40	0.00	0.00	□
110	6100	232	2016 - 2017	3,664.47	3,033.09	0.00	175.44	590.66	631.36	0.02	0.00	□

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	6100	240	2016 - 2017	6,886.04	5,489.72	0.00	373.56	1,218.61	1,396.32	0.00	0.00	□
110	6200	210	2016 - 2017	32,786.81	27,497.06	0.00	2,081.43	4,851.08	5,289.75	0.00	0.00	□
110	6200	220	2016 - 2017	31,636.06	26,638.93	0.00	1,829.09	4,570.73	4,997.13	0.00	0.00	□
110	6200	230	2016 - 2017	35,875.79	30,404.11	0.00	3,024.49	5,453.99	5,471.68	0.00	0.00	□
110	6200	232	2016 - 2017	986.88	816.48	0.00	66.96	154.08	170.40	0.00	0.00	□
110	6200	240	2016 - 2017	1,974.33	1,618.44	0.00	132.78	326.14	355.89	0.00	0.00	□
110	6300	210	2016 - 2017	60,938.79	46,138.06	0.00	1,022.55	10,422.10	14,800.73	0.00	0.00	□
110	6300	220	2016 - 2017	55,372.61	41,992.19	0.00	914.58	9,418.46	13,380.42	0.00	0.00	□
110	6300	230	2016 - 2017	67,902.16	55,153.74	0.00	1,793.09	10,174.75	12,748.42	0.00	0.00	□
110	6300	232	2016 - 2017	1,905.99	1,503.75	0.00	37.38	291.08	402.24	0.00	0.00	□
110	6300	240	2016 - 2017	3,726.39	2,776.93	0.00	67.78	671.99	949.46	0.00	0.00	□
110	6400	210	2016 - 2017	6,571.29	4,928.47	0.00	0.00	1,111.16	1,642.82	0.00	0.00	□
110	6400	220	2016 - 2017	8,285.11	6,323.31	0.00	0.00	1,328.33	1,961.80	0.00	0.00	□
110	6400	230	2016 - 2017	10,171.38	7,777.26	0.00	0.00	1,596.08	2,394.12	0.00	0.00	□
110	6400	232	2016 - 2017	308.16	231.12	0.00	0.00	51.36	77.04	0.00	0.00	□
110	6400	240	2016 - 2017	562.07	421.56	0.00	0.00	95.04	140.51	0.00	0.00	□
110	6500	210	2016 - 2017	4,621.86	3,587.47	0.00	0.00	555.28	857.02	177.37	3.84	□
110	6500	220	2016 - 2017	2,643.06	2,112.71	0.00	0.00	243.79	379.87	150.48	5.69	□
110	6500	230	2016 - 2017	5,085.69	3,888.63	0.00	0.00	798.04	1,197.06	0.00	0.00	□
110	6500	232	2016 - 2017	103.68	77.76	0.00	0.00	17.28	25.92	0.00	0.00	□
110	6500	240	2016 - 2017	181.46	140.85	0.00	0.00	21.80	33.65	6.96	3.84	□
110	7100	210	2016 - 2017	35,584.54	26,681.45	0.00	0.00	5,938.48	8,903.09	0.00	0.00	□
110	7100	220	2016 - 2017	8,824.84	6,463.36	0.00	0.00	1,612.53	2,361.48	0.00	0.00	□
110	7100	230	2016 - 2017	5,297.97	4,047.84	0.00	0.00	833.42	1,250.13	0.00	0.00	□
110	7100	232	2016 - 2017	334.08	250.56	0.00	0.00	55.68	83.52	0.00	0.00	□
110	7100	240	2016 - 2017	52,777.92	430.88	0.00	0.00	96.39	144.27	52,202.77	98.91	□
110	7200	210	2016 - 2017	25,911.70	12,393.79	0.00	0.00	4,497.01	6,687.21	6,830.70	26.36	□
110	7200	220	2016 - 2017	26,365.01	13,778.37	0.00	0.00	4,396.56	6,482.74	6,103.90	23.15	□
110	7200	230	2016 - 2017	24,564.00	11,848.98	0.00	0.00	4,412.21	6,425.00	6,290.02	25.61	□
110	7200	232	2016 - 2017	903.66	443.25	0.00	0.00	150.82	224.97	235.44	26.05	□
110	7200	240	2016 - 2017	1,756.78	918.57	0.00	0.00	308.39	454.91	383.30	21.82	□
110	7200	290	2016 - 2017	14,130.00	0.00	0.00	0.00	9,410.00	14,130.00	0.00	0.00	□
110	7300	210	2016 - 2017	209,361.89	164,415.44	0.00	0.00	35,378.52	44,946.45	0.00	0.00	□
110	7300	220	2016 - 2017	210,893.34	167,154.74	0.00	0.00	33,660.94	43,738.60	0.00	0.00	□
110	7300	230	2016 - 2017	286,642.97	234,593.47	0.00	0.00	42,038.62	52,049.50	0.00	0.00	□
110	7300	232	2016 - 2017	7,270.92	5,796.74	0.00	0.00	1,158.34	1,474.18	0.00	0.00	□
110	7300	240	2016 - 2017	14,164.99	11,046.90	0.00	0.00	2,405.17	3,118.09	0.00	0.00	□

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	7400	210	2016 - 2017	5,305.74	3,979.30	0.00	0.00	897.17	1,326.44	0.00	0.00	□
110	7400	220	2016 - 2017	5,397.47	4,048.10	0.00	0.00	912.68	1,349.37	0.00	0.00	□
110	7400	230	2016 - 2017	212.28	159.21	0.00	0.00	35.38	53.07	0.00	0.00	□
110	7400	232	2016 - 2017	198.72	149.04	0.00	0.00	33.12	49.68	0.00	0.00	□
110	7400	240	2016 - 2017	359.83	269.87	0.00	0.00	60.84	89.95	0.01	0.00	□
110	7500	210	2016 - 2017	31,872.90	21,789.51	0.00	0.00	5,139.77	7,603.20	2,480.19	7.78	□
110	7500	220	2016 - 2017	26,055.00	17,266.56	0.00	0.00	3,888.71	6,196.12	2,592.32	9.95	□
110	7500	230	2016 - 2017	25,666.27	19,761.57	0.00	0.00	4,060.96	5,710.11	194.59	0.76	□
110	7500	232	2016 - 2017	905.04	613.44	0.00	0.00	132.96	199.20	92.40	10.21	□
110	7500	240	2016 - 2017	1,747.25	1,151.11	0.00	0.00	268.95	427.94	168.20	9.63	□
110	7600	210	2016 - 2017	147.04	0.00	0.00	0.00	0.00	147.04	0.00	0.00	□
110	7600	220	2016 - 2017	188.67	0.00	0.00	0.00	0.00	188.67	0.00	0.00	□
110	7600	240	2016 - 2017	68.75	0.00	0.00	0.00	0.00	68.75	0.00	0.00	□
110	7700	210	2016 - 2017	28,235.23	21,086.50	0.00	-509.36	4,758.29	6,617.15	531.58	1.88	□
110	7700	220	2016 - 2017	20,105.66	14,884.89	0.00	-472.84	2,908.81	4,120.72	1,100.05	5.47	□
110	7700	230	2016 - 2017	17,183.41	13,928.63	0.00	-1,197.06	1,866.33	3,098.77	156.01	0.91	□
110	7700	232	2016 - 2017	725.28	545.40	0.00	-19.44	109.32	160.44	19.44	2.68	□
110	7700	240	2016 - 2017	1,352.03	992.34	0.00	-34.55	213.11	302.86	56.83	4.20	□
110	7800	210	2016 - 2017	94,489.74	70,829.84	0.00	2.24	19,017.23	23,659.90	0.00	0.00	□
110	7800	220	2016 - 2017	93,953.59	70,131.24	0.00	2.27	19,076.03	23,822.35	0.00	0.00	□
110	7800	230	2016 - 2017	266,032.96	222,718.65	0.00	0.00	40,884.81	43,314.31	0.00	0.00	□
110	7800	232	2016 - 2017	2,990.88	2,415.88	0.00	0.00	496.28	575.00	0.00	0.00	□
110	7800	240	2016 - 2017	48,861.55	35,345.80	0.00	1.36	11,137.05	13,515.75	0.00	0.00	□
110	7900	210	2016 - 2017	96,119.72	75,744.36	0.00	0.00	16,022.07	19,388.12	987.24	1.03	□
110	7900	220	2016 - 2017	93,895.99	75,063.72	0.00	0.00	14,643.89	17,827.98	1,004.29	1.07	□
110	7900	230	2016 - 2017	221,164.89	176,626.01	0.00	0.00	34,288.19	41,106.91	3,431.97	1.55	□
110	7900	232	2016 - 2017	3,368.64	2,698.80	0.00	0.00	553.44	669.84	0.00	0.00	□
110	7900	240	2016 - 2017	56,694.46	44,421.59	0.00	0.00	9,576.80	11,688.66	584.21	1.03	□
110	8100	210	2016 - 2017	48,399.92	34,539.40	0.00	0.00	8,334.98	12,212.51	1,648.01	3.40	□
110	8100	220	2016 - 2017	42,278.32	30,292.20	0.00	0.00	7,181.31	10,309.63	1,676.49	3.97	□
110	8100	230	2016 - 2017	55,774.58	42,634.04	0.00	0.00	8,760.36	13,140.54	0.00	0.00	□
110	8100	232	2016 - 2017	1,699.71	1,173.32	0.00	0.00	352.24	526.39	0.00	0.00	□
110	8100	240	2016 - 2017	20,629.32	14,267.55	0.00	0.00	3,757.74	5,386.55	975.22	4.73	□
110	8200	210	2016 - 2017	26,211.55	19,658.64	0.00	0.00	4,432.24	6,552.91	0.00	0.00	□
110	8200	220	2016 - 2017	26,152.28	19,998.48	0.00	0.00	4,168.06	6,153.80	0.00	0.00	□
110	8200	230	2016 - 2017	35,812.11	27,379.62	0.00	0.00	5,621.66	8,432.49	0.00	0.00	□
110	8200	232	2016 - 2017	812.16	609.12	0.00	0.00	135.36	203.04	0.00	0.00	□

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	8200	240	2016 - 2017	1,777.65	1,333.25	0.00	0.00	300.58	444.40	0.00	0.00	<input type="checkbox"/>
110	9100	210	2016 - 2017	65.35	0.00	0.00	0.00	130.70	196.05	-130.70	0.00	<input type="checkbox"/>
110	9100	220	2016 - 2017	66.47	0.00	0.00	0.00	3,269.16	3,335.63	-3,269.16	0.00	<input type="checkbox"/>
110	9100	230	2016 - 2017	858.20	0.00	0.00	0.00	0.00	858.20	0.00	0.00	<input type="checkbox"/>
110	9100	240	2016 - 2017	4.43	0.00	0.00	0.00	218.11	222.54	-218.11	0.00	<input type="checkbox"/>
			Page Totals	4,211,227.87	3,434,407.27	0.00	300,780.51	660,012.04	687,591.20	89,229.40	2.12	<input type="checkbox"/>
			Grand Totals	6,882,043.60	5,455,730.23	0.00	310,072.26	1,097,971.64	1,250,621.93	175,691.44	2.55	<input type="checkbox"/>

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Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	5100	310	2016 - 2017	2,138,855.13	0.00	266,245.68	29,215.47	657,039.07	908,899.07	963,710.38	45.06	□
110	5100	320	2016 - 2017	74,494.50	0.00	0.00	74,494.50	74,494.50	74,494.50	0.00	0.00	□
110	5100	360	2016 - 2017	60,360.00	0.00	360.00	0.00	0.00	0.00	60,000.00	99.40	□
110	5100	370	2016 - 2017	250.00	0.00	0.00	0.00	250.00	250.00	0.00	0.00	□
110	5100	390	2016 - 2017	18,200.00	0.00	5,920.00	860.00	2,140.00	2,140.00	10,140.00	55.71	□
110	5100	391	2016 - 2017	4,087.00	0.00	2,040.32	0.00	2,046.68	2,046.68	0.00	0.00	□
110	5200	310	2016 - 2017	1,203,078.35	0.00	206,809.25	17,148.50	53,826.75	71,686.75	924,582.35	76.85	□
110	5200	390	2016 - 2017	39,559.50	0.00	22,512.00	4,537.25	7,768.00	7,768.00	9,279.50	23.46	□
110	5400	310	2016 - 2017	336,622.77	0.00	0.00	0.00	0.00	0.00	336,622.77	100.00	□
110	5500	310	2016 - 2017	1,096,136.00	0.00	0.00	0.00	0.00	0.00	1,096,136.00	100.00	□
110	5500	390	2016 - 2017	21,729.24	0.00	6,617.20	1,370.00	2,702.80	2,702.80	12,409.24	57.11	□
110	6100	310	2016 - 2017	100,100.00	0.00	75,075.00	25,025.00	25,025.00	25,025.00	0.00	0.00	□
110	6100	330	2016 - 2017	115,508.85	0.00	0.00	0.00	234.52	234.52	115,274.33	99.80	□
110	6200	310	2016 - 2017	104,000.00	0.00	63,000.00	0.00	21,000.00	21,000.00	20,000.00	19.23	□
110	6200	360	2016 - 2017	25,000.00	0.00	20,357.44	0.00	0.00	0.00	4,642.56	18.57	□
110	6200	370	2016 - 2017	885.65	0.00	0.00	0.00	885.65	885.65	0.00	0.00	□
110	6300	390	2016 - 2017	72,000.00	0.00	72,000.00	0.00	0.00	0.00	0.00	0.00	□
110	6400	330	2016 - 2017	4,664.22	0.00	0.00	173.11	3,805.22	4,325.22	339.00	7.27	□
110	6400	390	2016 - 2017	5,000.00	0.00	871.14	450.00	450.00	450.00	3,678.86	73.58	□
110	6400	391	2016 - 2017	17,500.00	0.00	17,500.00	0.00	0.00	0.00	0.00	0.00	□
110	6500	360	2016 - 2017	53,815.90	0.00	0.00	0.00	3,096.90	50,615.90	3,200.00	5.95	□
110	6500	370	2016 - 2017	72.52	0.00	0.00	0.00	72.52	72.52	0.00	0.00	□
110	6500	390	2016 - 2017	80,843.88	0.00	0.00	0.00	0.00	0.00	80,843.88	100.00	□
110	7100	310	2016 - 2017	18,681.97	0.00	0.00	18,681.97	18,681.97	19,496.97	-815.00	0.00	□
110	7100	330	2016 - 2017	2,180.54	0.00	0.00	0.00	1,580.54	2,180.54	0.00	0.00	□
110	7100	370	2016 - 2017	3,293.35	0.00	1,961.00	0.00	1,332.35	1,332.35	0.00	0.00	□
110	7100	390	2016 - 2017	73,622.00	0.00	2,847.22	3,677.78	3,677.78	3,677.78	67,097.00	91.14	□
110	7200	310	2016 - 2017	27,500.00	0.00	21,153.84	0.00	6,346.16	6,346.16	0.00	0.00	□
110	7200	330	2016 - 2017	2,486.16	0.00	0.00	1,971.17	4,031.58	4,357.58	-1,871.42	0.00	□
110	7200	360	2016 - 2017	750.00	0.00	0.00	0.00	750.00	750.00	0.00	0.00	□
110	7200	370	2016 - 2017	4,388.92	0.00	3,351.00	0.00	1,037.92	1,037.92	0.00	0.00	□

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	7200	390	2016 - 2017	1,500.00	0.00	1,500.00	0.00	0.00	0.00	0.00	0.00	0.00
110	7300	370	2016 - 2017	216.42	0.00	0.00	0.00	216.42	216.42	0.00	0.00	0.00
110	7400	310	2016 - 2017	125,973.72	0.00	0.00	0.00	0.00	0.00	125,973.72	100.00	0.00
110	7500	330	2016 - 2017	5,125.01	0.00	0.00	200.00	715.32	715.32	4,409.69	86.04	0.00
110	7500	350	2016 - 2017	725.00	0.00	0.00	0.00	0.00	0.00	725.00	100.00	0.00
110	7500	360	2016 - 2017	9,035.92	0.00	3,029.52	213.46	2,522.92	2,949.84	3,056.56	33.83	0.00
110	7500	370	2016 - 2017	5,335.00	0.00	1,772.50	64.22	2,662.38	2,662.38	900.12	16.87	0.00
110	7700	310	2016 - 2017	4,172.00	0.00	3,209.00	320.96	962.88	962.88	0.12	0.00	0.00
110	7700	360	2016 - 2017	470.00	0.00	0.00	0.00	470.00	470.00	0.00	0.00	0.00
110	7700	370	2016 - 2017	246.65	0.00	0.00	0.00	246.65	246.65	0.00	0.00	0.00
110	7700	390	2016 - 2017	42,889.18	0.00	8,055.62	3,343.25	19,802.58	20,641.08	14,192.48	33.09	0.00
110	7790	390	2016 - 2017	5,000.00	0.00	0.00	0.00	0.00	0.00	5,000.00	100.00	0.00
110	7800	310	2016 - 2017	747,835.72	0.00	10,560.00	0.00	0.00	0.00	737,275.72	98.59	0.00
110	7800	320	2016 - 2017	17,010.75	0.00	0.00	17,010.75	17,010.75	17,010.75	0.00	0.00	0.00
110	7800	350	2016 - 2017	23,245.38	1,180.00	2,175.38	0.00	19,890.00	19,890.00	0.00	0.00	0.00
110	7800	360	2016 - 2017	4,899.00	0.00	0.00	1,599.00	4,899.00	4,899.00	0.00	0.00	0.00
110	7800	370	2016 - 2017	2,559.38	0.00	0.00	0.00	2,559.38	2,559.38	0.00	0.00	0.00
110	7800	390	2016 - 2017	52,914.75	0.00	0.00	0.00	52,914.75	52,914.75	0.00	0.00	0.00
110	7900	310	2016 - 2017	14,990.00	0.00	3,310.00	968.00	11,680.00	11,680.00	0.00	0.00	0.00
110	7900	320	2016 - 2017	173,598.25	0.00	0.00	173,598.25	173,598.25	173,598.25	0.00	0.00	0.00
110	7900	350	2016 - 2017	263,437.69	0.00	202,716.23	13,136.37	55,721.46	55,721.46	5,000.00	1.90	0.00
110	7900	360	2016 - 2017	119,479.01	13,735.11	12,737.90	9,685.80	15,065.05	66,887.94	26,118.06	21.86	0.00
110	7900	370	2016 - 2017	213,199.80	0.00	0.00	1,768.06	212,701.20	213,199.80	0.00	0.00	0.00
110	7900	380	2016 - 2017	36,115.42	0.00	0.00	7,891.60	30,223.74	36,115.42	0.00	0.00	0.00
110	7900	381	2016 - 2017	19,853.46	0.00	0.00	2,516.24	19,853.46	19,853.46	0.00	0.00	0.00
110	7900	390	2016 - 2017	269,646.67	0.00	173,113.07	19,842.73	44,533.60	44,533.60	52,000.00	19.28	0.00
110	8100	350	2016 - 2017	139,264.33	35,370.00	43,223.84	16,935.58	54,164.17	53,671.09	6,999.40	5.03	0.00
110	8100	390	2016 - 2017	220.00	0.00	80.00	0.00	0.00	0.00	140.00	63.64	0.00
110	8200	310	2016 - 2017	551,371.46	0.00	96,072.76	40,000.00	155,776.50	155,776.50	299,522.20	54.32	0.00
110	8200	330	2016 - 2017	5,952.93	0.00	0.00	564.00	952.93	952.93	5,000.00	83.99	0.00
110	8200	350	2016 - 2017	16,100.00	0.00	9,100.00	0.00	0.00	0.00	7,000.00	43.48	0.00
110	8200	360	2016 - 2017	198,140.56	0.00	24,937.52	2,518.37	30,093.40	32,883.61	140,319.43	70.82	0.00
110	8200	370	2016 - 2017	316.37	0.00	0.00	0.00	316.37	316.37	0.00	0.00	0.00
110	8200	390	2016 - 2017	109,717.75	0.00	0.00	9,598.75	109,598.75	109,717.75	0.00	0.00	0.00
			Page Totals	5,701,277.53	0.00	785,270.09	177,604.75	891,237.99	1,210,737.99	3,705,269.45	64.99	
			Grand Totals	8,886,224.03	50,285.11	1,384,214.43	499,380.14	1,931,427.82	2,312,822.54	5,138,901.95	57.83	

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Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	5100	510	2016 - 2017	151,910.51	0.00	15,579.52	0.00	129,723.40	129,723.40	6,607.59	4.35	□
110	5100	520	2016 - 2017	70,400.00	0.00	4,535.41	3,743.48	45,674.75	45,674.75	20,189.84	28.68	□
110	5200	510	2016 - 2017	26,000.00	0.00	0.00	305.36	305.36	305.36	25,694.64	98.83	□
110	5300	510	2016 - 2017	30,525.30	0.00	12,380.55	0.00	15,489.90	15,489.90	2,654.85	8.70	□
110	5400	520	2016 - 2017	3,073.93	0.00	0.00	0.00	276.46	276.46	2,797.47	91.01	□
110	5500	510	2016 - 2017	50,000.00	0.00	5,216.71	2,501.99	4,584.38	4,584.38	40,198.91	80.40	□
110	5900	510	2016 - 2017	42,264.87	0.00	0.00	0.00	41,800.00	41,800.00	464.87	1.10	□
110	6100	510	2016 - 2017	4,540.83	0.00	0.00	0.00	4,148.83	4,540.83	0.00	0.00	□
110	6200	510	2016 - 2017	2,539.12	0.00	0.00	0.00	0.00	0.00	2,539.12	100.00	□
110	6400	510	2016 - 2017	628,330.74	0.00	357.00	0.00	0.00	0.00	627,973.74	99.94	□
110	6400	590	2016 - 2017	13,070.98	0.00	0.00	0.00	13,070.98	13,070.98	0.00	0.00	□
110	6500	510	2016 - 2017	7,961.04	0.00	0.00	0.00	0.00	0.00	7,961.04	100.00	□
110	7100	510	2016 - 2017	31,108.94	0.00	592.43	472.91	1,882.12	1,882.12	28,634.39	92.05	□
110	7100	530	2016 - 2017	1,000.00	0.00	919.00	0.00	81.00	81.00	0.00	0.00	□
110	7200	510	2016 - 2017	164,177.92	0.00	7,767.94	879.25	4,461.62	4,461.62	151,948.36	92.55	□
110	7500	510	2016 - 2017	70,215.82	0.00	7,863.58	1,571.30	2,825.70	2,825.70	59,526.54	84.78	□
110	7700	510	2016 - 2017	7,785.86	0.00	5,435.96	49.63	49.63	49.63	2,300.27	29.54	□
110	7800	510	2016 - 2017	30,242.04	200.00	9,957.15	4,408.66	20,084.89	20,084.89	0.00	0.00	□
110	7800	540	2016 - 2017	5,275.00	0.00	5,271.00	0.00	0.00	0.00	4.00	0.08	□
110	7800	550	2016 - 2017	37,195.64	920.44	26,762.22	3,178.16	-63,088.37	-63,088.37	72,601.35	195.19	□
110	7800	560	2016 - 2017	26,469.10	0.00	14,499.88	2,057.95	11,969.19	11,969.19	0.03	0.00	□
110	7900	510	2016 - 2017	500,609.41	0.00	53,103.48	60.14	8,589.90	8,589.90	438,916.03	87.68	□
110	8100	510	2016 - 2017	315,840.13	0.00	24,716.36	11,365.34	16,294.28	16,333.55	274,790.22	87.00	□
110	8100	550	2016 - 2017	275.00	0.00	0.00	275.00	275.00	275.00	0.00	0.00	□
110	8200	510	2016 - 2017	288,578.60	0.00	23,287.50	1,703.90	1,797.16	1,797.16	263,493.94	91.31	□
			Page Totals	2,509,390.78	1,120.44	218,245.69	32,573.07	260,296.18	260,727.45	2,029,297.20	80.87	□
			Grand Totals	2,509,390.78	1,120.44	218,245.69	32,573.07	260,296.18	260,727.45	2,029,297.20	80.87	□

Expense Report

October 2016 - 2017

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	5900	621	2016 - 2017	575,800.00	0.00	0.00	0.00	0.00	0.00	575,800.00	100.00	<input type="checkbox"/>
110	6400	643	2016 - 2017	20,967.78	0.00	0.00	0.00	0.00	0.00	20,967.78	100.00	<input type="checkbox"/>
110	6500	621	2016 - 2017	32,126.73	0.00	0.00	0.00	32,126.73	32,126.73	0.00	0.00	<input type="checkbox"/>
110	6500	644	2016 - 2017	0.00	0.00	0.00	144.28	144.28	144.28	-144.28	0.00	<input type="checkbox"/>
110	7200	641	2016 - 2017	3,783.50	0.00	1,891.75	0.00	1,891.75	1,891.75	0.00	0.00	<input type="checkbox"/>
110	7200	642	2016 - 2017	1,859.03	0.00	1,830.62	0.00	-1,891.75	-1,891.75	1,920.16	103.29	<input type="checkbox"/>
110	7200	643	2016 - 2017	1,669.58	0.00	1,669.58	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
110	7200	644	2016 - 2017	0.00	0.00	0.00	258.89	258.89	258.89	-258.89	0.00	<input type="checkbox"/>
110	7500	643	2016 - 2017	2,382.66	0.00	0.00	0.00	2,382.66	2,382.66	0.00	0.00	<input type="checkbox"/>
110	7500	644	2016 - 2017	5,185.53	0.00	0.00	0.00	5,185.53	5,185.53	0.00	0.00	<input type="checkbox"/>
110	7600	641	2016 - 2017	15.34	0.00	0.00	0.00	0.00	0.00	15.34	100.00	<input type="checkbox"/>
110	7700	642	2016 - 2017	1,800.00	0.00	0.00	0.00	0.00	0.00	1,800.00	100.00	<input type="checkbox"/>
110	7800	643	2016 - 2017	4,644.90	0.00	2,144.90	0.00	0.00	0.00	2,500.00	53.82	<input type="checkbox"/>
110	7800	651	2016 - 2017	11,000.00	0.00	11,000.00	0.00	0.00	0.00	0.00	0.00	<input type="checkbox"/>
110	8100	670	2016 - 2017	842.30	0.00	0.00	0.00	842.30	842.30	0.00	0.00	<input type="checkbox"/>
110	8200	642	2016 - 2017	300.06	0.00	0.00	0.00	150.06	150.06	150.00	49.99	<input type="checkbox"/>
110	8200	643	2016 - 2017	25,592.04	0.00	0.00	0.00	25,592.04	25,592.04	0.00	0.00	<input type="checkbox"/>
110	8200	644	2016 - 2017	3,338.50	0.00	0.00	0.00	2,738.50	2,738.50	600.00	17.97	<input type="checkbox"/>
110	8200	690	2016 - 2017	5,000.00	0.00	0.00	0.00	0.00	0.00	5,000.00	100.00	<input type="checkbox"/>
			Page Totals	696,307.95	0.00	18,536.85	403.17	69,420.99	69,420.99	608,350.11	87.37	<input type="checkbox"/>
			Grand Totals	696,307.95	0.00	18,536.85	403.17	69,420.99	69,420.99	608,350.11	87.37	<input type="checkbox"/>

Expense Report

October 2016 - 2017

Fund	Function	Object	Year	Budgeted	Committed	Encumbered	Expended MTD	Expended QTD	Expended YTD	Balance	Percent	
110	5100	730	2016 - 2017	3,377.00	0.00	80.00	1,457.50	2,834.50	2,834.50	462.50	13.70	<input type="checkbox"/>
110	6400	730	2016 - 2017	3,864.00	0.00	0.00	3,864.00	3,864.00	3,864.00	0.00	0.00	<input type="checkbox"/>
110	7100	730	2016 - 2017	100,000.00	0.00	0.00	31,698.65	52,137.63	52,137.63	47,862.37	47.86	<input type="checkbox"/>
110	7200	730	2016 - 2017	43,698.67	0.00	0.00	31,698.67	43,698.67	43,698.67	0.00	0.00	<input type="checkbox"/>
110	7700	730	2016 - 2017	120.00	0.00	0.00	0.00	120.00	120.00	0.00	0.00	<input type="checkbox"/>
110	7800	730	2016 - 2017	263.33	0.00	0.00	256.33	263.33	263.33	0.00	0.00	<input type="checkbox"/>
110	8100	730	2016 - 2017	300.00	0.00	0.00	0.00	300.00	300.00	0.00	0.00	<input type="checkbox"/>
110	8200	730	2016 - 2017	205.70	0.00	0.00	0.00	205.70	205.70	0.00	0.00	<input type="checkbox"/>
			Page Totals	151,828.70	0.00	80.00	68,975.15	103,423.83	103,423.83	48,324.87	31.83	<input type="checkbox"/>
			Grand Totals	151,828.70	0.00	80.00	68,975.15	103,423.83	103,423.83	48,324.87	31.83	<input type="checkbox"/>

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: October 25, 2016

TITLE OF AGENDA ITEM: Contracted Service for Dual Enrollment Program

DIVISION: K-12 Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

Board approval is requested for the attached contract:

<u>Vendor</u>	<u>Amount</u>	<u>Fund</u>
Geraldine Black	\$21,297.60	110

FUND SOURCE: General Fund

AMOUNT: \$21,297.60

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ 1 _____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered 4 _____

2016 SEP 22 PM 2:58
SCHOOL BOARD AGENDA



Purchase Order
Standard - Dual Enrollment
Coordinator

198738
09/29/2016

State Tax Exemption #
85-8012621915C-2

Federal Employer Identification #
59-6000615

Order Contact: Cheryl Ellison

Checked box indicates order must be fully received and invoiced by 06/30/2017.
Cancellations must be in writing. No backorders without buyer approval.

All invoices, statements, and correspondence must be mailed to the billing address below.

Vendor (VB07830000)	Ship To	Bill To
BLACK, GERALDINE 1782 SHADY REST ROAD HAVANA, FL 32333	GADSDEN COUNTY PUBLIC SCHOOLS 35 MARTIN LUTHER KING JR BLVD QUINCY, FL 32351	GADSDEN COUNTY SCHOOLS 35 MARTIN L KING, JR. BLVD QUINCY, FL 32351 850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
	PROFESSIONAL SERVICES TO PROVIDE SUPERVISORY OVERSIGHT FOR STUDENTS AND TCC FACULTY MEMBERS AUGUST 15, 2016 - JUNE 30, 2016 ESTIMATE 180 DAYS @4.41 HOURS PER DAY@\$26.83 PER HOUR SEE ATTACHED CONTRACT BD. APPROVED: _____	1		21,297.60	21,297.60
Total					21,297.60

Fund	Function	Object	Facility	Project	Program	Amount
110	5100	310	0071	1104560		21,297.60

Superintendent

Comments for vendor:

"VENDOR NOT A SUBRECIPIENT"

Terms:

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Year: 2016-2017

This contractual agreement is made between the School Board of Gadsden County, Florida, a school district, referred to as the “Recipient”, organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Geraldine Black of 1782 Shady Rest Road, Havana, Florida 32333, herein referred to as “Contractor or Sub-recipient”. The contractual agreement will establish uniform administrative requirements for the Contractor or Sub-recipient and the School Board of Gadsden County.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in Article 2 – Scope of Services, set forth below. The CONTRACTOR understands and agrees that all services contracted are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT.

ARTICLE 2. SCOPE OF SERVICES

The Contractor will:

1. Provide daily supervisory insight for students and TCC faculty members.
 - a. Monitor student behavior in lunchroom from 7:00 a.m. – 7:30 a.m.
 - b. Assist students with homeroom expectations and academic requirements (7:35 a.m. – 8:00 a.m.).
 - c. Supervise study hall (8:05 a.m. – 8:25 a.m. / 10:20 a.m. – 11:10 a.m.)
 - d. Monitor students in the computer lab during distant learning allocated time (8:30 a.m. – 10:15 a.m.).
 - e. Submit requested materials to TCC, East Gadsden High and/or West Gadsden High.
 - f. Coordinate and accompany students on applicable field trips to TCC’s campus.
 - g. Assist with the ordering and distribution/collection of college-level textbooks.
 - h. Monitor dual enrolled students when other assessments such as FCAT, EOC, etc. are being administered.
 - i. Assume the responsibility of proctoring mid-term and final online exams.

2. Report any irresolvable problems to the appropriate administrator for assistance.

ARTICLE 3. DURATION OF AGREEMENT

(a). This AGREEMENT shall begin on August 15, 2016 and end June 30, 2017. As required by law, this AGREEMENT shall be subject to review.

(b). CONTRACTOR shall begin performing the contract on August 15, 2016 and finish the project on or before June 30, 2017.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a contractor or sub-recipient upon its request either before outlays are made by the contractor or through the use of predetermined payment schedules.
Award	means financial assistance that provides support or stimulation to accomplish a public purpose.
Contract	means a procurement contract under an award or sub-award, and a procurement sub-contract under a recipient's or sub-recipient's contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance. .
Date of Completion	means the date on which all work under an award or sub-award is completed or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.
Project costs	means all allowable costs, as established in the applicable Federal cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
Project period	means the period established in the award document during which Federal sponsorship begins and ends.
Recipient	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
Sub-recipient	means the legal entity to which a sub-award is made and which is accountable to the recipient for the use of the funds provided.
Sub-award	means an award of financial assistance in the form of money, or property in lieu of money, made under an award by a recipient to an eligible sub-recipient or by a sub-recipient to a lower tier sub-recipient. The term includes financial assistance when provided by any legal agreement, even if the agreement is called a contract, but does not include procurement of goods and services nor does it include any form of assistance which is excluded from the definition of "award".
Termination	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
Working Capital Advance	means a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period.

Source: Office of the Secretary, US Department of Education

ARTICLE 5. PAYMENT

(a). RECIPIENT shall pay the CONTRACTOR upon the receipt of a monthly invoice from the CONTRACTOR that includes all activities and services provided with signatures of verification from each work site.

(b). The CONTRACTOR shall not pledge the RECIPIENT'S credit or make the RECIPIENT a guarantor of payment or surety for any contract, debt, obligation, judgment, lien, or any form of indebtedness.

(c) The total cost of the AGREEMENT is as follows:

Hourly rate of \$26.83 pursuant to the GCCTA contract

ARTICLE 6. PUBLIC RECORDS

Where applicable, documents prepared pursuant to this AGREEMENT may be subject to Florida's Public Records Law. Refusal of the CONTRACTOR to allow public access to such records shall constitute grounds for cancellation of this AGREEMENT.

ARTICLE 7. ACCESS AND RETENTION OF RECORDS

The RECIPIENT shall have access to all CONTRACTOR'S records that are directly pertinent to this AGREEMENT.

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the duration of the stated period subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice.

ARTICLE 9. PERSONNEL AND LEVEL 2 SECURITY CLEARANCE

Pursuant to Florida Statute **1012.465 Background screening requirements for certain noninstructional school district employees and contractors.**--(1) Noninstructional school district employees or contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in s. 1012.32. Contractual personnel shall include any vendor, individual, or entity under contract with the school board.

CONTRACTOR agrees to abide by the Level 2 security clearance requirements above.

The CONTRACTOR will work cooperatively with all district employees.

ARTICLE 10. AMENDMENTS

Any changes must be mutually agreed upon and incorporated in written amendments to this AGREEMENT.

ARTICLE 11. INDEPENDENT CONTRACTOR

The CONTRACTOR is an independent contractor and not an employee or agent of the RECIPIENT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act defined in Article 9.

ARTICLE 12. NONDISCRIMINATION AND COMPLIANCE

The CONTRACTOR shall comply with all federal, state and local laws and ordinances applicable to the work and shall not discriminate on the grounds of race, color, religion, gender, national origin, or age in the performance of work.

ARTICLE 13. ADMINISTRATION OF AGREEMENT

(a) The RECIPIENT'S contract administrator and contact is Deputy Superintendent or his/her designee.

(b) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.

(c) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 15. AGREEMENT AS INCLUDING ENTIRE AGREEMENT


This instrument, including any attachments, embodies the entire AGREEMENT of the parties. There are no other provisions, terms, conditions, or obligations. This AGREEMENT supersedes all previous oral or written communications, representations or agreements on this subject.

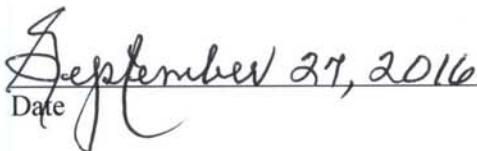
ARTICLE 16. ENFORCEMENT

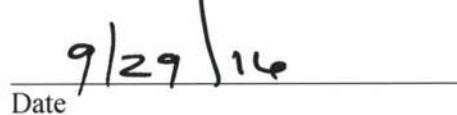
Jurisdiction for enforcement of this agreement shall lie in the courts of Gadsden County, Florida. Any action by a party for enforcement of this agreement shall be maintained in Gadsden County.

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Geraldine Black have executed this AGREEMENT.


Geraldine Black


Pink Hightower, Ph.D.
Deputy Superintendent


Date


Date

Roger Milton, Chairman
School Board of Gadsden County

Board Approved: _____



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: October 25, 2016

TITLE OF AGENDA ITEM: ESE - Autism

DIVISION: Human Resources/Staff Development Departments

This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Panhandle Area Educational Consortium requests initial approval of the attached add-on program--- ESE – Autism.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pauline West 

POSITION: Human Resources Director/Staff Development Coordinator

2016 OCT 10 PM 1:23
2016 OCT 10 PM 1:23

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1

CHAIRMAN'S SIGNATURE: page(s) numbered 1

REVIEWED BY: _____

IN-SERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
ESE – Autism
TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared By The

Panhandle Area Educational Consortium
Professional Development Center
753 West Boulevard
Chipley, Florida 32428
Phone (850) 638-6131
Toll free: 1-877-USE-PAEC (873-7232)

May 2013



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**The Panhandle Area Educational Consortium
ADD-ON ENDORSEMENT PROGRAM**

K-12

Autism Endorsement

1. PROGRAM TITLE

Add-on Endorsement Program: Autism Endorsement

2. PROGRAM RATIONALE AND PURPOSE

The Autism Spectrum Disorders Endorsement, as described in State Board of Education Rule 6A-4.01796, Florida Administrative Code, *Specialization Requirements for Endorsement in Autism – Academic Class*, will be required by July 1, 2011, for K-12 ESE teachers with 100% of students on their caseload or in their class identified as having autism spectrum disorders. This rule, 6A.-4.01796, FAC., *Specialization Requirements for Endorsement in Autism - Academic Class*, outlines the requirements for the endorsement in autism.

In an effort to assist districts and ensure adequate numbers of highly qualified personnel in a critical shortage area, the state offers online endorsement courses through Virtual VE. However, limited numbers of opportunities to obtain the endorsement online, no local university options and a limited timeline have placed school districts in jeopardy of not having highly qualified staff for students on the autism spectrum. As of July 1, 2011, many personnel with years of successful experience in teaching students with autism will no longer be employable as in-field educators by virtue of not having an autism endorsement.

The Panhandle Area Educational Consortium (PAEC), on behalf of its member and participating school districts (Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton, Washington, and any other school district participating in the PAEC Master In-service Plan) expresses a need of sufficient numbers of staff qualified to provide services in district programs serving students with autism. As the deadline for endorsement approaches, a significant number of teachers in each district remain in need of part or all of the coursework required for endorsement in autism, due in part to the attrition of endorsed teachers and in part to lack of opportunity to participate in online offerings. The 14 small and rural member districts have very few teachers endorsed for *Autism*. This number diminishes through attrition and relocation of teachers to other locales. Each district must still provide services to students who have autism. At least one teacher in each of the 14 plus school districts has expressed an interest in endorsement in this certification area. The provision of an endorsement program for *Autism Endorsement* by PAEC, through in-service activities, will enable teachers to take advantage of the opportunity to add additional certification areas to their teaching certificate. The member and participating districts will collaborate to add this program of study to the PAEC Master Plan for In-service Professional Development. The districts, therefore, will benefit significantly from this program as it will lead not only to additional personnel obtaining highly qualified status by earning endorsement in *Autism*, but will also allow additional opportunities for professional development for all personnel serving students with Autism.

Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-02, Revised 7-1-05.

3. PROGRAM CONTENT/CURRICULUM COMPETENCIES

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Autism Endorsement. Each component has been developed in accordance with the requirements for the PAEC Master In-service Plan (MIP) and has been included in the PAEC Master In-service Plan. To be eligible to participate, a teacher must hold a professional certificate in any exceptional student education area. Participants must demonstrate increased competency in 80% of the course objectives and complete all required activities to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through completion and submission of a comprehensive portfolio assessment.

SPECIALIZATION STUDIES

The professional education competencies specific to autism are addressed in the specialized courses that the Add-on for Autism Endorsement requires. The *Competencies for Teachers Seeking the Autism Endorsement* can be found in Appendix A.

The in-service courses will model the instructional strategies to be used to teach students with ASD in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the in-service courses will incorporate scientifically based research on teaching students with ASD in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

NATIONALLY RECOGNIZED GUIDELINES

A National Standards Report regarding competencies for personnel teaching students on the Autism Spectrum is in draft form as of the writing of this proposal, but not yet released. Thus, data on nationally recognized guidelines have been culled from various sources in Florida, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of Virginia indicates six competencies upon which autism certification and/or endorsement processes appear to be based nationwide. These six competencies include:

1. General Autism, which addresses basic information regarding what the diagnosis of ASD means;
2. Intervention Development, which addresses planning for appropriate assessment and program planning for individuals with an ASD;
3. Communication, which focuses on one of the primary diagnostic areas of need for ASD;
4. Social Skill, which focuses on one of the primary diagnostic areas of need for ASD;
5. Positive Behavior Support, which focuses on determining messages behind behaviors, and developing positive plans to teach new skills; and
6. Sensory Motor Development, which addresses the needs of some individuals with an ASD to have sensory motor supports.

This add-on endorsement program addresses these competencies within the courses proposed, and uses instructional strands and specific objectives developed in part by the existing Add-on Endorsement program offered by The School District of Miami-Dade County and The School District of Pasco County, as well as state-approved programs in the states of Virginia and California. The CARD Center has provided input and support for this program through consultation and offer of assistance for training. As research continues, and especially upon

release of the anticipated National Standards Report, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to The Florida Department of Education as required.

INSTRUCTIONAL DESIGN AND DELIVERY
a. INSTRUCTIONAL STRAND

Autism Endorsement: Nature, Assessment and Diagnosis	Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports for Students with Autism Spectrum Disorders (ASD)	Autism Endorsement: Assistive Instructional Technology and Alternative/ Augmentative Communication Systems	Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorders (ASD)
1. Characteristics of ASD 2. Assessment and Diagnosis 3. Individual Learning Goals, IEP, Curricula 4. Teaching Methodologies	1. Behavior, communication, sensory, and social issues in ASD 2. Basic Behavioral Principles 3. Preference and Reinforcer Assessment Methodology 4. Evidence-Based Instructional Methodologies and Strategies 5. Acquisition Goals, Data Collection, and Graphic Analysis 6. Behavior Definitions and Functions of Behavior 7. Important Issues with Functional Behavioral Assessment 8. Determining Appropriate Interventions for Positive Behavior Intervention Plans 10. Treatment Integrity 11. Reduction Goals, Data Collection, and Graphic Analysis	1. Supporting Communicative and Language Competence 2. Continuum of approaches to assessment and intervention 3. Functional, expressive and receptive communication 4. Augmentative and alternative communication (AAC) strategies 5. Integrating verbal and nonverbal forms of communication	1. Curriculum and Instruction/ Individualized Educational Services and Supports 2. Inclusion with typical peers 3. Supporting Play/Leisure and Imagination 4. Family Support and Partnerships 5. School and Community Partnerships 6. Professional Literacy and Leadership

Instructional Delivery

The coursework will include classroom and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with autism in their classrooms and to document their application as part of a comprehensive portfolio and in follow-up interactions on the PAEC ePDC.

TRAINING COMPONENTS

The required components for endorsement in Autism are:

Component #	Master Plan Points	Component Title
2-103-540	60	Autism Endorsement: Nature and Needs, Assessment and Diagnosis
5-101-516	60	Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports
3-100-502	60	Autism Endorsement: Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems
2-100-541	60	Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorder (ASD)

The in-service training components included in the Add-on Endorsement Program for Autism Endorsement have been developed as specified in the Master In-Service Plan. The in-service training components included in the Add-on Endorsement Program for Autism Endorsement are included in Appendix B.

MATRIX

Matrix of Autism Endorsement Program			
Competency Number*	Component Number	Specific Objective Number(s)	Method of Competency Demonstration
	2-103-540	1, 2, 7 and 8	Research article summary
2a	2-103-540	22, 23, 24, 27, and 28	Parent interviews with sensory checklists
2a	2-103-540	36 and 36	Inclusion plan
2a	2-103-540	31	Classroom demonstration (discrete trial)
2a	2-103-540	28	Development of a community-based instruction activity
2a	2-103-540	33 and 34	Sketch of classroom structure with explanations
2a	2-103-540	9, 21 and 40	Portfolio entry (lesson plan)
2a	2-103-540	6	Development of visual schedule
2a, 2d	2-103-540	5, 6, 14, 16, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30 and 32.	Classroom demonstration (programming)
2a, 2d	2-103-540	3, 4, 10, 11, 12, 13, 14, 15, 116, 17, 18, 19, 20, 37, 38, 39	Component Test
	5-101-516	6, 7, and 8	Completed preference and reinforcer assessments
2c	5-101-516	9, 10, 11 and 18	Self-report of classroom implementation of reinforcement strategies
2c	5-101-516	9, 10, 14 and 18	Self-report of classroom implementation of naturalistic instructional strategies
2c	5-101-516	9, 10, 11, 12, 13, 14, 15, 16, 17 and 18	Self-report of classroom implementation of response-prompted instructional strategies
2c	5-101-516	21 and 22	Classroom demonstration (social skills)
2c	5-101-516	23, 26 and 27	Classroom demonstration (data collection)
2c	5-101-516	24 and 25	Case Studies

2c	5-101-516	28, 31, 32, 35, 36, 37, 38, 63	Classroom demonstration (behavior definition, target behavior data collection)
2c	5-101-516	39, 52, 53, 54, 55, 56, 57, 58, 59, 62	Component test
2c	5-101-516	64 and 65	Graphing data
	3-100-502	3	Completed communication needs assessment
2b	3-100-502	2 and 4	Classroom demonstration (programming devices)
2b	3-100-502	4 and 10	Research and critique two articles on Augmentative devices
2b	3-100-502	31	Research and critique one article on the use of sign language
2b	3-100-502	4, 5, 6, 29	Integrate communication systems (lesson plan)
2b	3-100-502	6, 8 and 38	Classroom demonstration (identify types and functions of communication)
2b	3-100-502	11, 12, 22, 24, 25, 33	Create individual student schedules (initiating communication and 3-part exchange with peers)
2b	3-100-502	24, 25, and 33	Summary of completed reinforcement assessment for non-verbal student on the autism spectrum
2b	3-100-502	3 and 12	Summary paper
2b	3-100-502	5	Summary paper
2b	3-100-502	36	Summary paper or lesson plan
2b	3-100-502	6, 7, 16 and 28	Develop and present lesson plan for AT/Aug Comm integration across all content areas/subjects
2b	3-100-502	1, 9, 13, 14, 15, 17, 18, 19, 20, 21, 23, 26, 27, 30, 31, 32, 34, 35, 37, 38, 39, 40	Component test
	2-100-541	1-18	Complete observations and submit summary forms in each of the following: pre-k, elementary, middle, senior high, inclusion (at level as agreed upon between instructor and participant)
2e	2-100-541	1-18	Submit completed IEP demonstrating participation and appropriate consideration of and planning for the needs of a student on the Autism Spectrum.
2e	2-100-541	17	Submit a completed Functional Behavioral Assessment and intervention plan for a student on the Autism Spectrum
2e	2-100-541	2-14 and 16	Submit an administrator's observation of instruction of a student on the Autism Spectrum

**See Appendix A for competencies*

COURSE INSTRUCTORS

Course instructors must possess a master's degree or higher, and have a minimum of three years qualified experience in working with students on the Autism Spectrum. Each course instructor must be certified and experienced in the area(s) of content to be taught. Instructors within the school

districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges or universities) or the private sector. As these courses will be provided regionally, the Professional Development and ESE Directors in the PAEC member school districts will work collaboratively with the PAEC Professional Development Director to make instructor assignments.

COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of in-service points will be maintained by the district and the PAEC Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded in-service credit per the Master In-service Plan. Upon successful completion of all four required courses, the PAEC Professional Development Office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Autism Endorsement. The PAEC Professional Development Office will provide the district with all necessary forms for use in processing the teacher application for adding the endorsement to a teaching certificate. The District Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Autism endorsement to the educator's teaching certificate.

B. COMPETENCY DEMONSTRATION

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be submitted to the district Professional Development office. Successful completion of each course, coupled with the submission of the portfolio and the follow-up responses on the PAEC ePDC, will be deemed adequate demonstration of competence.

C. COMPETENCY VERIFICATION

College and/or university coursework may be substituted for portions of the autism endorsement add-on requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office. Competency Verification Forms should be completed and forwarded to the PAEC Professional Development Director.

PROGRAM EVALUATION

A. EVALUATION PLAN

The overall effectiveness of the Add-on Endorsement Program for Autism Endorsement will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below.

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district in-service requirements, any participant who wishes to receive in-service points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)
2. Each training component will be evaluated by utilizing PAEC and district staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Formal program evaluation will provide the following data:

B. DESCRIPTIVE DATA

1. Number of teachers who are out-of-field in autism spectrum disorders.
2. Number and percentage of the above that have enrolled in the add-on program.
3. Number of enrollees dropped for nonperformance.
4. Number and percentage of program completers.
5. Number and percentage of program completers teaching in the district.

C. CLIENT SATISFACTION DATA

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs.
2. The quality of instruction is consistent with professional development standards.
3. The curriculum is pertinent to their classroom and professional development needs.
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.

D. SUPERVISORY EVALUATION DATA

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program.
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others.
3. Evidence exists of tangible benefit to students accruing from add-on training.

E. LOGISTICAL SUPPORT

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education, Division of Educator Quality, Bureau of Educator Recruitment, Development, and Retention.

Participants, instructors, and district staff will evaluate the program in the following areas:

1. Scope and sequence of courses;
2. Instructional materials;
3. Relevance to effective teaching and learning; and
4. Adequacy of preparation for teaching assignment/study.

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

F. AN ANNUAL REVIEW

An annual review of the efficacy of the program will be conducted by the PAEC Professional Development Director in conjunction with the ESE administration in each school district via continuous programmatic review of data collection previously noted in Program Evaluation, (A) Evaluation Plan. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as inform the next areas of professional development offered outside of the endorsement program.

MANAGEMENT

The PAEC Professional Development Director/designee will be responsible for managing the program, to include disseminating information about the Add-on Endorsement Program, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Add-on Endorsement Program for Autism Endorsement when required by the school district and/or Florida Department of Education staff. Participant files will include a copy of the Plan of Study, schedule of courses and timeline with a projected date for completion. Program files will include the schedule of courses offered, information regarding the instructor and participants, and evaluation data.

A. ADMISSION

To be eligible for the Add-on Endorsement Program for Autism Endorsement, a teacher must meet the following criteria:

1. Full-time instructional employee of the school district.
2. Hold a valid Florida Educator's Certificate (Temporary or Professional) in any area of exceptional student education;
3. Must have satisfactory performance evaluations; and
4. Meet any additional criteria established by the Superintendent, School Board or Florida Department of Education.

Eligible teachers desiring to participate in the program are required to contact the district Professional Development Director/designee to request a formal Plan of Study application. This Plan of Study form delineates the required course work for the endorsement in Autism. Each participant must meet with the Professional Development Director/designee to submit the completed Plan of Study form as part of the advisement procedure. A copy will be kept on file and the original will be returned to the applicant confirming acceptance into the Add-on Endorsement Program for Autism Endorsement.

B. ADVISEMENT

1. Component information for each course is provided on the PAEC website
2. The District Director of Professional Development will sign an application form for each individual identifying the need for the participant

C. ATTENDANCE

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Excused absence class work missed

due to serious illness or extreme emergency must be satisfied through a schedule approved by the instructor. Participants receive one in-service point for each clock hour of component participation, up to 60 hours per component.

D. TRANSFER OF CREDIT

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved autism endorsement program may be used to satisfy component requirements. College course(s) are converted to in-service points with each semester credit hour equivalent to twenty (20) in-service points. An official college transcript must be requested by the participant and forwarded to the PAEC Professional Development Director's Office.

In-service credit earned while employed in another district may be applied to the Add-On Certification provided:

In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Autism Endorsement, credit for completed coursework will be accepted by PAEC and the participant's professional development director under the following conditions:

1. Participant obtains approval to register for the course, PRIOR to enrolling, from the PAEC Program Consultant and/or the participant's district professional development director
2. The course is taught by an instructor who meets the Instructor Qualifications as listed above
3. The course provider provides authentic transcript of completed coursework with authorized signature affixed
4. The provider is able to provide a course description and completion requirements, upon request.

Participants must request an official In-service Transfer Record be sent from the previous employer to the district's Professional Development Director. A copy should be shared with the PAEC Professional Development Director.

E. PROGRAM COMPLETION/CERTIFICATION PROCEDURE

Successful completion of **at least** 240 in-service points consistent with the program requirements section of this document and other prerequisites, as indicated by district in-service records, shall constitute program completion. A designated PAEC representative will verify course completion by signing the Verification of Completion form and returning it to the District office. The participant's district office will submit completed documentation to the Florida Department of Education.

For participants that choose to take online courses for in-service credit, verification of completion will be recorded in an electronic systems database for reporting purposes.

SCHOOL BOARD APPROVAL

The School Board approval form is found in Appendix C.

APPENDIX A
Competencies for Teachers Seeking the Autism Spectrum Disorder Endorsement

These competencies were developed in 2003 to correspond to 6A-4.01796 Specialization Requirements for Endorsement in Autism – Academic Class

- (1) A bachelor's or higher degree with certification in any exceptional student education area; and**
- (2) Twelve (12) semester hours to include credit in each of the following areas:**
- (a) Nature of autism and intervention strategies for educating students who are autistic to include student characteristics, appropriate learning goals, teaching approaches, environmental arrangements; and**
1. Demonstrate knowledge of the major characteristics of autism and the range of functioning level across all domains.
 2. Demonstrate understanding of the historical perspective of etiological theories and treatment approaches of individuals with autism.
 3. Explain the implications for the impact of autism on the family and interaction of the student with autism and the family.
 4. Describe formal and informal strategies for assessment of the following domains: speech-language communication; social-emotional, psychomotor, and cognitive areas of development.
 5. Describe the decision-making process for determining a communication and/or language system(s).
 6. Describe strategies for conducting a functional assessment of adaptive and problem behaviors, including specific relationships between environmental events and the student's behavior.
 7. Demonstrate ability to design behavior programs that include ecological, antecedent, and curricular components based on functional assessment.
 8. Describe strategies to promote social interactions and learning in more inclusive environments, including regular education and community.
 9. Design strategies for arranging the environment to promote:
 - opportunities to enhance communicative initiations and interactions;
 - opportunities for appropriate play and leisure activities
 - self-regulation and self-control;
 - direct instruction; and
 - the establishment of increasing independence in all areas of functioning.
 10. Demonstrate knowledge of current research trends, medical and educational issues, and programs in the field of autism.
 11. Describe the development of appropriate educational objectives across the range of functioning levels and across the age span (from preschool through adult services).
- (b) Use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with Autism Spectrum Disorders;**
1. Demonstrate understanding of communication characteristics and deficits of students with autism.
 - Limited communication;
 - Limited joint attention;
 - Communicative functions; and
 - Unconventional forms of communication.
 2. Design strategies for alternative methods of communication.

- Picture systems such as picture exchange communication system (PECS) and communication boards;
 - Symbol representation hierarchy; and
 - Literacy related supports.
3. Demonstrate understanding of different interventions for communication.
 - Traditional, to include verbal behavior and discrete trial training;
 - Naturalistic, to include incidental learning and pivotal response;
 - Social interventions, such as social stories and comic strip conversations; and
 - Engineering the environment.

(c) Behavior management and positive behavior supports for students with Autism Spectrum Disorders;

1. Demonstrate understanding of person centered planning.
2. Design strategies for developing comprehensive behavioral intervention plans.
 - Prevention of behaviors;
 - Replacement behaviors;
 - Changing responses; and
 - Lifestyle interventions based on data from functional behavior assessment.
3. Demonstrate understanding of core deficits (communication and social) to behavior.
 - Social stories;
 - Functional communication;
 - Common misconceptions of behavior; and
 - Social skills training.
4. Demonstrate understanding of applied behavior analysis principles.
 - Reinforcement;
 - Prompting
 - Shaping
 - Fading and
 - Task analysis.

(d) Assessment and diagnosis of autism; and

1. Demonstrate understanding of the instruments used and process utilized for a comprehensive evaluation.
 - Characteristics for determining eligibility;
 - Autism-specific instruments such as the Autism Diagnostic Observational Schedule (ADOS), Autism Diagnostic Interview – Revised (ADI-R); and
 - Recommendations for educational programming/IEP development.
2. Describe strategies for conducting ongoing classroom based assessments as well as data-based decision making and program development.
 - Portfolio assessment;
 - Curriculum-based measurement (CBM) and assessment (CBA);
 - Data interpretation; and
 - Using assessment to determine present levels of performance.
3. Plan, organize, and lead multidisciplinary team members through the functional behavior assessment process to identify function of problematic behavior(s) and associated skill deficits.

(e) Field-based experience with students with Autism Spectrum Disorders

1. Demonstrate ability to complete applied assignments, in a school based setting, in assessment, diagnosis, and curriculum prescription.
 - Ongoing classroom based assessments;
 - Data collection;
 - Data-based decision making; and
 - Program development.
2. Demonstrate ability to complete field based assignments in behavioral management.
 - Solving classroom management problems;
 - Observe current practice; and
 - Review and share current research.
3. Demonstrate knowledge and skills necessary to understand the theory and teaching applications for students with ASD.
 - Major theories and trends;
 - Etiological and diagnostic issues;
 - Classroom structure;
 - Research-based instructional strategies; and
 - Family involvement.
4. Demonstrate ability to collaborate with families, agencies, and the community
 - Facilitating family and school collaboration with sensitivity to the range of the impact that ASD may have on the family system.
 - Identifying various agencies and community systems that support students with ASD in the home, community, and work settings.
 - Assessing family preference for level of support in advocating for their children and provide appropriate assistance.
 - Communicating and advocating for the needs of students with ASD to police, emergency responders, and other individuals and groups in the community.
 - Leading cross-system planning and collaboration efforts.
 - Designing instructional programs with attentiveness to legal mandates and family considerations.

APPENDIX B

COMPONENT TITLE: Autism Endorsement: Nature and Needs, Assessment and Diagnosis

IDENTIFIER NUMBER: 2-103-540

NUMBER OF IN-SERVICE POINTS: 60

GENERAL OBJECTIVE

This component is designed to enable the participant to identify characteristics associated with Autism Spectrum Disorders (ASD), to understand current trends and methodologies used in the instruction of those students, and to become familiar with current formal and informal assessments used in diagnosis and instructional planning.

SPECIFIC OBJECTIVES:

Upon completion of this component, participants will be able to:

1. Describe the current understanding of the etiology and prevalence of Autism Spectrum Disorders.
2. Compare and contrast the differences within Pervasive Developmental Disorders, i.e., Autism, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), Asperger Disorder, Retts Disorder, and Childhood Disintegrative Disorder (CDD).
3. Identify common characteristics within the spectrum with specific reference to communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
4. Identify diagnostic criteria for Autism Spectrum Disorders per the most recent version of the Diagnostic and Statistical Manual.
5. Identify eligibility criteria for Autism as defined by the most recent version of the Diagnostic and Statistical Manual, and definition/description of The Florida Department of Education.
6. Compare and contrast the state's eligibility criteria for autism per the most recent version of the Diagnostic and Statistical Manual.
7. Understand the history of the disorder in terms of its identification and intervention.
8. Describe potential courses of development and outcomes in individuals with Autism Spectrum Disorder from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols).
9. Describe the needs of students with ASD based on characteristics of the disorder and ways to incorporate this knowledge into a comprehensive and adaptive program.
10. Describe the range of possible behaviors across the lifespan.
11. Assess and identify the learning styles and uneven profiles observed in individuals with ASD.
12. Identify intervention/support strategies based on individual strengths and needs as they relate to learning.
13. List behaviors that could indicate the presence of a mental health or disability disorder.
14. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with autism and emotional comorbidity.
15. Differentiate between standardized and non-standardized assessments.
16. Identify current evaluation instruments used in the diagnosis of autism, for example, GARS, CHAT-M, ADOS, ADI-R, CSBS, CARS).
17. Analyze the pros and cons of 3 evaluation instruments used in the diagnosis of autism.

18. List and describe several assessment instruments currently used by district school psychologists in determining an intelligence quotient (IQ) for students.
19. Understand the pros and cons of utilizing IQs as a measurement of an ASD student's potential.
20. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning and inform instructional planning.
21. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment data, and develop an individualized program using evidence-based methodologies and promising practices.
22. Describe the importance of parental input in the diagnosis of autism.
23. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with autism and how to accommodate for sensory issues in the school environment.
24. Demonstrate knowledge of the impact of common medical issues for persons with autism, such as seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating and sleep issues, use of psychotropic medications, etc.
25. Participate with the transdisciplinary team to develop goals and objectives that are appropriate, observable, measurable and functional.
26. Demonstrate consideration and planning for student needs regarding communication, social skills, and sensory-motor concerns.
27. Collaborate with family and other professionals on accommodations and modifications needed to access home, educational, work and community environments.
28. Consider and plan for transitional needs of students (i.e., prekindergarten to elementary, elementary to middle, middle to high, high to postsecondary activities, such as employment, adult living, recreation, community living, and post-secondary education).
29. Identify the criteria utilized by the IEP team to determine appropriate state assessment participation.
30. Identify social and behavioral supports needed for successful inclusion in general education settings for ASD students.
31. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
32. Use data and ongoing assessments to modify program content, presentation and interventions.
33. List reasons for structuring the classroom environment for students with ASD.
34. Describe how to physically structure a self-contained autistic classroom.
35. Describe several types of environmental structures and visual systems used in classrooms of students with autism and how these structures and systems are used to meet individual student's needs.
36. Describe various physical and visual strategies that can be used to accommodate a student with ASD in a general education classroom, i.e., environmental structuring, schedules, social situation stories and scripts, to communicate social information and expectations.
37. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
38. Differentiate between work systems used with high functioning/Aspergers students and those used with ASD students in self-contained classrooms.
39. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with ASD.
40. Demonstrate an understanding of how to use the Sunshine State Standards in developing appropriate curricula for students on the autism spectrum.

ACTIVITIES

- Attend the instructor's lecture and demonstration on:
 - Characteristics of ASD (Specific Objectives 1,2, 3, and 7)
 - Assessment and Diagnosis (Specific Objectives 4, 5, 6, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24)
 - Individual Learning Goals/IEP/Curricula (Specific Objectives 8, 9, 10, 11, 12, 14, 22, 25, 26, 27, 28, 29, 30)
 - Teaching Methodologies (Specific Objectives 23, 31, 32, 33, 34, 35, 36, 37, 38, 39).
- Review eligibility criteria for autism from the handouts taken from the Programs and Procedures Manual for the district. (Specific Objectives 5 and 6)
- Discuss the difference between formal and informal assessments; specify several assessments used in planning instruction for ASD students. (Specific Objectives 15, 16, 17, 18, 19, 20, 21)
- Given 2 psychological reports for different students with ASD, the participants will compare and contrast the different assessments utilized in determining eligibility. (Specific Objectives 5, 6, 16, 20, 21)
- Determine if the 2 students whose psychological reports were reviewed in class should participate in state and district assessment. (Specific Objective 29)
- Develop 3 different types of visual schedules. (Specific Objectives 35, 36, 37)
- Given a case study, each table of participants will develop different priority educational needs, goals, benchmarks, and accommodations for an ASD student included in a general education classroom. (Specific Objectives 25, 26, 27, 28, 30, 32)
- Identify the role that the IEP team plays in determining appropriate program placement for students with ASD and other related disabilities. (Specific Objectives 14, 22, 24, 25, 26, 27, 30).
- Review the Sunshine State Standards and the Sunshine State Standards for Special Diploma and identify specific benchmarks in the development of a weekly lesson plan. (Specific Objective 40)
- Make a sketch of how a self-contained classroom should be physically structured and explain the reasons why. (Specific Objectives 33 and 34)
- Develop a community-based instruction activity for students with autism. (Specific Objective 28)
- Given a demonstration in class, discrete trial data will be recorded. (Specific Objective 31).

STRUCTURED INTERACTION ACTIVITY

- Research and summarize 2 articles written about Pervasive Developmental Disorders. (Specific Objectives 1, 2, 7 and 8) 3 hours
- Interview two parents and complete a sensory checklist for each child, identifying sensitivity to auditory, visual and tactile stimulus. (Specific Objectives 23, 24, 27 and 28) 3 hours
- Develop at home and share with the class a plan for accommodating a student with autism in the general education environment, to include an independent work system for a sorting or matching activity and another one for an academic task to be instructed in an inclusive environment. (Specific Objectives 35 and 36) 4 hours

Follow-up/ Evaluation

Participants who will use in-service credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:

- Complete pretest and posttest on the following: a) elements of assessment and diagnosis in determining autism; b) the characteristics of students on the autism spectrum, including similarities and differences among students on the spectrum; c) compare and contrast typical

development with that of students on the autism spectrum; d) uses of formal and informal assessments in developing appropriate educational services for students on the autism spectrum; e) development of appropriate IEP goals and objectives; and f) discussion of various curricular approaches currently used with students on the autism spectrum. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.

2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete an Autism Program Compliance Checklist and share the results with their administrator.
4. Complete any other assessment procedure required by the instructor(s).
5. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Evaluation

Participants who will not use in-service credit earned through participation in this component to add the Autism endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

COMPONENT TITLE: Autism Endorsement: Applied Behavior Analysis and Positive Behavior Supports

IDENTIFIER NUMBER: 5-101-516

NUMBER OF IN-SERVICE POINTS: 60

GENERAL OBJECTIVE

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with ASD, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs. Role playing and other hands-on activities will be embedded in course instruction.

SPECIFIC OBJECTIVES

1. Identify social and behavioral issues associated with autism spectrum disorder and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the link between behavior and communication.
3. List and describe possible sensory issues for a student with ASD.
4. Define applied behavior analysis.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Describe multiple preference assessment methodologies.
7. Evaluate the reinforcing value of preferred items.
8. Describe the value of having a parent identify potential reinforcers.
9. Identify and distinguish between various evidence-based instructional methodologies for teaching children with autism (e.g., reinforcement, naturalistic, response-prompted).
10. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
11. Compare/contrast shaping and chaining.
12. Explain multiple prompting techniques and the transfer of stimulus control.
13. Identify the principles and components of discrete trial training.
14. Compare and contrast natural environment training, discrete trial training, and incidental teaching.
15. Demonstrate the ability to teach a skill using errorless learning.
16. Describe precision teaching/fluency-based instruction
17. Understand the basics of verbal behavior.
18. Explain various teaching strategies and procedures for teaching language and other skills to children with autism.
19. Identify common reasons for ineffective behavioral instruction.
20. Identify methods to generalize and maintain acquired behaviors.
21. Identify various methods of teaching social skills to students with ASD.
22. Design an appropriate plan to address social skills deficits.
23. Identify methods to measure and record acquisition of behavior.
24. Select acquisition goals and develop curriculum and instruction based on assessment results.
25. Demonstrate the ability to write skill acquisition plans that address goals and objectives.
26. Demonstrate the ability to collect data on skill acquisition programs.
27. Explain how data collection and the graphic display of data are used to make programming decisions.

28. Identify, define, and prioritize target behaviors.
29. Identify the different functions of behavior.
30. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of behavior.
31. Demonstrate the ability to use and collect data using a variety of assessment tools utilized in a Functional Behavior Assessment (FBA).
32. Explain the Antecedent-Behavior-Consequence (ABC) model of understanding and managing behavior.
33. Compare/contrast various assessment questionnaires.
34. Explain important elements from a structured interview.
35. Describe the essentials of a behavioral observation.
36. Determine the type of data collection necessary based on the type of behavior being observed.
37. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
38. Explain how data collected during observation may or may not support the hypothesis established from a structured interview.
39. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
40. Evaluate the competing behavior model theory.
41. Summarize how social and sensory stressors might be missed in a behavioral observation.
42. Explain and cite examples showing how the removal of stressors can be reinforcing to a child with ASD.
43. Recognize how a behavior can be inappropriate due to the setting or context.
44. Explain how a behavioral excess or deficit can be the reason for an inappropriate behavior.
45. Explain and cite examples showing how a chain of behaviors over time can distort the function of the behaviors.
46. Explain how the need for sameness (predictability) can contribute to inappropriate behaviors.
47. Describe possible reasons for self-stimulatory, repetitive behaviors.
48. Differentiate between observable behaviors that are maintained by environmental variables from those that are maintained by variables that cannot be observed.
49. Explain how the lack of alternative behaviors can help maintain problem behaviors in students with autism.
50. Differentiate between the Consultative Model and the Collaborative Model of support for a behavioral intervention plan.
51. Describe a plan to work with a collaborative team to develop and implement a behavior intervention plan.
52. Develop a Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.
53. Demonstrate an understanding of Positive Behavior Support
54. Formulate interventions based on the functions of a behavior rather than the overt behavior.
55. Describe how traditional discipline procedures can inadvertently reinforce a student's inappropriate behavior.
56. Identify categories of interventions and how these interventions interrelate with each other.
57. Identify proactive and preventative methods for addressing problem behaviors.
58. Describe visual strategies that may prevent inappropriate behavior.
59. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
60. Identify situations or events that can affect the implementation of a PBIP.
61. Define, use, and understand the importance of treatment integrity.
62. Write individualized behavior reduction goals and objectives based on assessment data.
63. Explain how data collection is used to monitor the progress of the PBIP.
64. Understand the importance of graphic displays of data in behavior analysis.

65. Identify different types of graphs that are used in behavior analysis.
66. Summarize and explain the need for conducting a FBA and implementing a PBIP in providing a free appropriate public education (FAPE) for a child with maladaptive behaviors.

ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
 - a. Behavior, communication, sensory, and social issues in ASD (Specific Objectives 1, 2, and 3)
 - b. Basic Behavioral principles (Specific Objectives 4 and 5)
 - c. Preference and Reinforcer Assessment Methodology (Specific Objectives 6, 7, and 8)
 - d. Evidence-Based Instructional Methodologies and Strategies (Specific Objectives 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20)
 - e. Teaching Social Skills (Specific Objectives 21 and 22)
 - f. Acquisition Goals, Data Collection, and Graphic Analysis (Specific Objectives 23, 24, 25, 26, and 27)
 - g. Behavior Definitions and Functions of Behavior (Specific Objectives 28 and 29)
 - h. Functional Behavior Assessment and Data Collection (Specific Objectives 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39)
 - i. Important Issues with Functional Behavior Assessment (Specific Objectives 40, 41, 42, 43, 44, 45, 46, 47, 48, and 49)
 - j. Determining Appropriate Interventions for Positive Behavior Intervention Plans (Specific Objectives 50, 51, 52, 53, 54, 55, 56, 57, 58, and 59)
 - k. Treatment Integrity (Specific Objectives 60 and 61)
 - l. Reduction Goals, Data Collection, and Graphic Analysis (Specific Objectives 62, 63, 64, and 65)
2. Complete a preference assessment and reinforcer assessment for a student with ASD. (Specific Objectives 6, 7, and 8).
3. Analyze assessment data from several case studies and determine evidence-based instructional strategies that are most appropriate for the student's needs. (Specific Objectives 9 – 22)
4. Implement a variety of reinforcement instructional strategies (e.g., differential reinforcement, shaping, behavioral momentum, etc.) (Specific Objectives 9, 10, 11, and 18).
5. Implement a variety of naturalistic instructional strategies (e.g., modeling, incidental teaching, natural environment training, naturalistic time delays, "mand" modeling, expansions, etc.) (Specific Objectives 9, 10, 14, and 18).
6. Implement a variety of response-prompted instructional strategies (e.g., least to most prompting, chaining, fading, discrimination training, discrete trial training, errorless learning, etc.) (Specific Objectives 9 – 18).
7. Plan and organize how to train specific social skills based on scenarios provided by the instructor. (Specific Objectives 21 and 22)
8. Given a demonstration in class, collect data on the student's response to a variety of instructional strategies. (Specific Objectives 23, 26, and 27)
9. Given several case studies, write appropriate acquisition goals, benchmarks, and curriculum based on assessment results. (Specific Objectives 24 and 25)
10. When observing a demonstration in class, develop a behavior definition and determine the appropriate method of data collection on a target behavior for reduction. (Specific Objectives 28, 31, 36, 37, and 38)

11. Collect data on a target behavior using several functional assessment tools (e.g., A-B-C, scatter plot, etc.) in a simulated setting and/or classroom observation. (Specific Objectives 31, 32, 35, 36, and 38)
12. Given multiple case studies, develop a hypothesis for the function of behavior, considering setting events, antecedents/triggers, and consequence events. (Specific Objective 39)
13. Analyze data from several case studies and develop appropriate interventions for each. (Specific Objectives 52-59)
14. Given assessment data on several case studies, write appropriate reduction goals and benchmarks. (Specific Objective 62)
15. Given a demonstration in class, collect data on the student's behavior using various measurement tools (e.g., frequency, duration, latency, interval, and time-sampling). (Specific Objectives 36, 37, and 63).
16. Given several sets of data, the student will appropriately graph the data and explain why he/she chose that type of graphic display. (Specific Objectives 64 and 65)

STRUCTURED INTERACTION ACTIVITY

1. Conduct a preference assessment and reinforcer assessment with one of their students with ASD and write a summary of the results. (Specific Objectives 6 and 7).
2. Develop with a parent a reinforcement menu for one of their students with ASD and describe its value. (Specific Objective 8)
3. Develop and share with the class a skill acquisition plan for one of their students with ASD based on their needs, using one or more of the instructional strategies discussed in class. Include the appropriate data collection sheets as well as the acquisition goals. (Specific Objectives 9-27)
4. Read and critique several articles discussing the utility of functional assessment questionnaires. (Specific Objective 33)
5. Conduct a structured interview and questionnaire with one parent and at least one professional. (Specific Objectives 30, 33, and 34)
6. Observe a student with inappropriate behavior and collect functional assessment data. Write a summary of the results, including a hypothesis for the function of the target behavior. (Specific Objectives 30-39)
7. Collect data and graph a targeted behavior using an instructor-approved method. (Specific Objectives 31 and 36)

FOLLOW-UP

1. Participants will submit skill acquisition plans, IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has behavioral deficits (social, academic, communicative, self-help, etc.) that need to be acquired through the use of evidence-based instructional strategies.
2. Participants will submit a functional assessment of behavior (FBA), a positive behavior intervention plan (PBIP), IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has inappropriate behaviors that need to be modified through the use of positive behavior supports.

EVALUATION

Participants who will use in-service credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) function of behavior; b) behavioral assessments and collection of data; c) development of FBA and PBIP; d) implementation of PBIP and IEP goals and benchmarks; e) behavior management in the classroom;

f) reinforcers and stressors in ASD; g) sensory issues in ASD; h) characteristics and learning styles of ASD; i) positive behavioral supports and proactive interventions; j) procedures for manifestation determination. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.

2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use in-service credit earned through participation in this component to add the Autism endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

COMPONENT TITLE: Autism Endorsement: Assistive/Instructional Technology and Natural/Alternative/Augmentative Communication Systems

IDENTIFIER NUMBER: 3-100-502

NUMBER OF IN-SERVICE POINTS: 60

GENERAL OBJECTIVE

This component is designed to enable the participant to research, examine, and implement assistive and instructional technology as well as alternative/augmentative communication systems for students with Autism Spectrum Disorder (ASD).

SPECIFIC OBJECTIVES:

Upon completion of this component, participants will be able to:

1. Identify and describe communication needs for students with ASD.
2. Identify and describe various communication assessment tools used with ASD students.
3. Identify individual communication needs of students with ASD based on assessment.
4. Examine different alternative/augmentative communication systems used in working with students with autism.
5. Identify appropriate assistive/instructional technology (ies) that can be used to assist students with ASD of differing abilities.
6. Develop a classroom plan that integrates the use of alternative/augmentative communication and assistive/instructional technology (ies) into the curriculum, for example: environmental structure, picture symbols, visual schedules, electronic devices.
7. Identify communication development as normal or abnormal using a developmental checklist on a given student.
8. Identify three (3) activities which facilitate communication interaction in the home and in school.
9. Name four (4) areas of communication assessment.
10. Identify three (3) characteristics indicative of success with augmentative communication systems.
11. Explore a variety of visual systems used to promote communication and language development.
12. Individualize the communication systems used to meet the specific needs of students
13. Identify three (3) forms of communication.
14. Understand that communication is greatly affected by the use of natural and formalized body movements.
15. Explain why visual messages are easier to understand than auditory messages for students with ASD.
16. Examine why student behavior is improved across settings and with a variety of people when the communication tools provide consistency.
17. Understand that communication skills affect a student's social interaction.
18. Explain how communication skills affect a student's self-management and behavior.
19. Explore how communication allows students to make choices.
20. Learn to identify echolalia as form of communication.
21. Understand the difference between choice systems and communication systems.
22. Consider different options for symbols as communication tools: objects, photos, Boardmaker symbols, etc.

23. Learn to identify vocabulary that the student would use rather than what you would want them to say.
24. Identify opportunities where students can interact in natural situations using natural cues and consequences.
25. Understand that use of immediate and consistent feedback to encourage a student's communication attempt.
26. Explore opportunities throughout the school day where the communication systems are used across activities, events and environments.
27. Understand the use of "sabotage" to set the stage for communication to occur.
28. Interact with students as if the AAC system is his/her voice.
29. Explore the use of tape recorders and computer software (assistive technology) to improve educational performance for students with ASD.
30. Explore the use of communication boards within the school environment as an assistive technology tool.
31. Explain how receptive sign language is used to help a student with ASD.
32. Differentiate between the use of a picture schedule and a picture exchange system in terms of receptive and expressive communication needs.
33. Demonstrate how to conduct a reinforcement assessment in order to determine a "temptation" for an initial expressive communication attempt.
34. Explain at least three areas of possible expressive/receptive needs for a child with partial apraxia-like symptoms.
35. Describe reasons for social deficits interfering with the expressive/receptive development of a child with ASD.
36. Give alternative visual strategies for a child with ASD that does not discriminate line drawings.
37. Explain how difficulty with identifying and effectively using visual cues in the student's environment affects the ability of the student with ASD to get the intended meaning, and thus, act appropriately in social settings.
38. Evaluate the different communication functions of echolalia.
39. Describe the challenges of teaching students with ASD how to express their feelings.
40. Cite four names for apraxia and give possible reasons for the differences.

ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
 - a. Communication needs of students with ASD. (Specific Objectives 1, 7, 13, 14, 21, 34 and 40)
 - b. Communication needs based on assessment. (Specific Objectives 2, 3, 9, 18, 23, 31, and 33)
 - c. Alternative/Augmentative communication (Specific Objectives 4, 12, 19, 28 and 29)
 - d. Instructional and assistive technology (Specific Objectives 5, 6, 10, 28 and 29)
 - e. Communication strategies across settings. (Specific Objectives 8, 16, 19, 24, 25 and 26)
 - f. Visual strategies for communication. (Specific Objectives 11, 12, 15, 22, 30, 32, 36 and 37)
 - g. Pragmatics (Specific Objectives 17 and 35)
 - h. Functions of communication (Specific Objectives 20, 23, 27, 38 and 39)
2. Complete a communication needs assessment for a student with ASD that has very little speech. (Specific Objective 3)
3. Operate and program a variety of augmentative communication devices for a specific activity. (Specific Objectives 2 and 4)

4. Develop a lesson plan that integrates a communication system to target a specific activity within a specific environment. (Specific Objectives 4, 5, 7 and 29)
5. Identify types and different functions of communication after viewing a video clip of a student. (Specific Objectives 6, 8, and 38)
6. Create an individual student schedule that shows opportunities for initiating a communication attempt. (Specific Objectives 11, 12, 24, and 25)
7. Identify 3 different scheduled opportunities for an ASD student to practice a 3-part communication exchange with a peer. (Specific Objectives 22 and 33)
8. Conduct a reinforcement assessment to establish an initial communication attempt for a nonverbal student with ASD. (Specific Objectives 24, 25, and 33)
9. Compare and contrast different tools used to assess communication needs of students with ASD. (Specific Objective 2)
10. Describe the procedure(s) used to initiate referrals for alternative/augmentative communication and adaptive access assessments. (Specific Objectives 3 and 12)
11. Critique at least three instructional technology software tools used in the instruction of Reading/Language Arts, Mathematics, and at least one other content area. (Specific Objective 5)

STRUCTURED INTERACTION ACTIVITY

1. Develop and present a week's lesson plan that demonstrates how assistive technology or augmentative communication system(s) will be taught to the student with ASD and used for instruction across all content areas/subjects. (Specific Objectives 6, 7 and 16) 3 hours
2. Conduct a reinforcement assessment and write a summary of the results. (Specific Objective 33) 2 hours
3. Research and critique 2 articles dealing with augmentative devices used with ASD students. (Specific Objectives 4 and 10) 2 hours
4. Research and critique 1 article dealing with the use of sign language for expressive/receptive communication with ASD students. (Specific Objective 31) 1 hour

FOLLOW-UP

1. Participants will submit a plan to implement augmentative/alternative communication and assistive/instructional technology for students with ASD in their school and share it with administration.
2. Participants will submit to their administrators a communication checklist for students in their class.

EVALUATION:

Participants who will use in-service credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) communication needs of students on the autism spectrum; b) communication needs based on assessment; c) alternative/ augmentative communication; d) instructional and assistive technology; e) communication strategies across settings; f) visual strategies for communication; g) pragmatics; and h) functions of communication. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Participants will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use in-service credit earned through participation in this component to add the Autism endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor;
and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

COMPONENT TITLE: Autism Endorsement: Field-Based Experience with Students with Autism Spectrum Disorder (ASD)

IDENTIFIER NUMBER: 2-100-541

NUMBER OF IN-SERVICE POINTS: 60

GENERAL OBJECTIVE

This component is designed to enable the participant to analyze and critique the implementation of strategies and key programmatic elements in a variety of settings for students with ASD.

SPECIFIC OBJECTIVES:

Given involvement in this activity, participants will be able to:

1. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
2. Demonstrate effective classroom organization and management.
3. Demonstrate effective instructional planning for both groups and individuals.
4. Demonstrate effective use of communication with students.
5. Demonstrate effective use of alternative/augmentative communication systems used in working with ASD students across activities, events, and environments.
6. Demonstrate the ability to work effectively with paraprofessionals.
7. Demonstrate the ability to work effectively with parents.
8. Demonstrate skill in curricular planning and implementation for academics, socialization, play, imagination, communication and independence.
9. Demonstrate the ability to use discrete trial data in the design and/or modification of services.
10. Demonstrate knowledge of appropriate instructional levels and environments for students.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Demonstrate use of informal assessment procedures.
13. Demonstrate the ability to interpret assessment data.
14. Document students' progress toward goals and objectives through data collection.
15. Demonstrate understanding of legal issues through participation in the IEP process.
16. Demonstrate the ability to provide social, sensory and behavioral supports needed for successful inclusion in the general education setting for students on the autism spectrum.
17. Demonstrate the ability to develop a functional behavior assessment and an intervention plan for a student with autism.
18. Demonstrate the ability to assess and program services that support transition, vocational development and independence.

ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
 - a. Curriculum and Instruction/Individualized services and supports (Specific Objectives 1, 2,3, 4, 5, 8, 9, 12, 13, 14 and 17)
 - b. Inclusion (Specific Objectives 10 and 16)
 - c. Supporting play and leisure (Specific Objectives 7 and 8)
 - d. Family support partnerships (Specific Objective 7)
 - e. School and community partnerships (Specific Objectives 6 and 18)
 - f. Professional Literacy and Leadership (Specific Objectives 11 and 15)
2. Complete five observations in classrooms serving students with ASD, in the following settings: (Specific Objectives 1-18)
 - a. Pre-kindergarten
 - b. Elementary school

- c. Middle school
 - d. Senior high school
 - e. Inclusion setting (grade level to be approved by instructor)
3. Complete observation forms and reflections upon each visit for targeted population (Specific Objectives 1-18)

STRUCTURED INTERACTION ACTIVITY (10 hours total)

1. Submit the five classroom observations analyzing the key programmatic elements utilized in the instruction of ASD students for each of the targeted populations. (Specific Objectives 1-18).
2. Submit a completed, comprehensive portfolio demonstrating competencies obtained in the Autism Add-on Endorsement program.

FOLLOW-UP

Participants will maintain a reflective log and will share with other participants on the last day of the training which tools and techniques acquired during the Professional Development were most beneficial.

EVALUATION

Participants who will use in-service credit earned in this component to add the Autism endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete a reflection for each of the five required observations in classrooms serving students with ASD, to include the following elements: a) learning characteristics of students on the autism spectrum; b) environmental structure; c) effective behavior management strategies; d) different communication systems and technologies; e) different assessments; and f) curriculum development. Participants will submit these reflections with a summary of the professional growth experienced as a direct result of participating in the add-on endorsement program.
2. Share with classmates the skills they have enhanced/developed and the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s) providing the program.
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use in-service credit earned through participation in this component to add the Autism endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

APPENDIX C

FORMS

**FLORIDA AUTISM ENDORSEMENT
ADD-ON ENDORSEMENT APPLICATION FORM (Form A)**

NAME _____ SSN _____

SCHOOL _____ DISTRICT _____

I am planning to add Florida Autism Endorsement to my current Florida teaching certificate. I understand that I will need to complete the four courses covering the topics prescribed by the State Board of Education Rule 6A.-4.01796. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program:

Please give a brief statement of your reason(s) for pursuing this endorsement.

Signature

Date

Position

**Please note:*

Applicants must return this completed form to the District Professional Development Director. District Professional Development Director must send a copy of this form to the PAEC Professional Development Center.

**VERIFICATION OF POINTS
 APPLICABLE TOWARD ADD-ON CERTIFICATION
 FLORIDA AUTISM ENDORSEMENT (Form B)**

1. Name _____
2. School _____
3. Social Security No. _____ 4. Points on file: _____
- (1) _____ Nature and Needs, Assessment and Diagnosis
(60 points minimum)
- (2) _____ Applied Behavior Analysis and Positive Behavior Supports for Students
with ASD
(60 points minimum)
- (3) _____ Assistive/Instructional Technology and Natural/Alternative/Augmentative
Communication Systems
(60 points minimum)
- (4) _____ Field-Based Experience with Students with Autism Spectrum Disorder
(ASD)
(60 points minimum)

College courses may be substituted for any of the above components for which the course descriptions match the _____ County Master In-service Plan Components.

6. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>
Requirement #1 Min. 60		
Requirement #2 Min. 60		
Requirement #3 Min. 60		
Requirement #4 Min. 60		

Total Required 240 Hours

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

Date Program Coordinator for Professional Development, PAEC

Status of Application	Date	By Whom
Send to Florida Department of Education		
Returned for Additional Verification		

FLORIDA AUTISM ENDORSEMENT
_____ COUNTY ENDORSEMENT
TRANSFER OF COLLEGE CREDIT (Form C)

1. Name _____
2. School _____ District _____
3. Social Security No. _____ 4.DOE No. _____

The attached college transcripts are submitted as part of the Florida Autism Endorsement Program. These courses meet the requirements of the following component(s) in the approved _____ County program for Florida Autism Endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved _____ No. Points Not Approved _____

COMMENTS:

Date

District Professional Development Director

**Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

District School Board Approval

In-service Program

For Add-On Endorsement

In the Area of

FLORIDA AUTISM

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131
Toll Free 1-877-873-7232

Recommended to the _____ District School Board on _____, 20____

Superintendent

Recommended to the _____ District School Board on _____, 20____

Chairman of the Board

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: October 25, 2016

TITLE OF AGENDA ITEM: ESE – Severe and Profound Disabilities

DIVISION: Human Resources/Staff Development Department

This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The Panhandle Area Educational Consortium requests initial approval of the attached add-on program--- ESE – Severe and Profound Disabilities.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pauline West

POSITION: Human Resources Director/Staff Development Coordinator

9/18 OCT 10 PM 1:23

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 1

CHAIRMAN'S SIGNATURE: page(s) numbered 1

REVIEWED BY: _____

INSERVICE PROGRAM
FOR ADDING AN ENDORSEMENT IN
ESE – Severe and Profound Disabilities
TO A FLORIDA EDUCATOR'S CERTIFICATE

Prepared By The

Panhandle Area Educational Consortium
Professional Development Center
753 West Boulevard
Chipley, Florida 32428
Phone (850) 638-6131
Toll free: 1-877-USE-PAEC (873-7232)

Developed August 2013



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Panhandle Area Educational Consortium
ADD-ON ENDORSEMENT PROGRAM

K-12

Severe and Profound Disabilities Endorsement

1. PROGRAM TITLE

Add-on Endorsement Program: Severe and Profound Disabilities Endorsement

2. PROGRAM RATIONALE AND PURPOSE

State Board Rule 6A.-4.01793, effective July 1, 2002, instituted the state-wide requirement that beginning **July 1, 2011**, instructors of students in kindergarten through grade 12 with more than 50 percent of their students identified as profoundly mentally handicapped (PMH) or with a dual sensory impairment (DSI) or teach courses in the *Florida Course Code Directory* listed under the “Participatory Levels: 9-12” will need to be certified in an exceptional student education area and have an endorsement in severe or profound disabilities. This rule, 6A.-4.01793, FAC., *Specialization Requirements in Severe or Profound Disabilities Academic Class*, outlines the requirements for the endorsement in severe or profound disabilities.

In an effort to assist districts and ensure adequate numbers of highly qualified personnel in a critical shortage area, the state offers online endorsement courses through Virtual VE. However, limited numbers of opportunities to obtain the endorsement online, no local university options and a limited timeline have placed school districts in jeopardy of not having highly qualified staff for students with severe or profound disabilities. As of July 1, 2011, many personnel with years of successful experience in teaching students with severe or profound disabilities will no longer be employable as in-field educators by virtue of not having a severe or profound disabilities endorsement.

The Panhandle Area Educational Consortium (PAEC), on behalf of its member and participating school districts (Bay, Calhoun, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Liberty, Madison, Taylor, Wakulla, Walton, Washington, and any other school district participating in the PAEC Master In-service Plan) expresses a need of sufficient numbers of staff qualified to provide services in district programs serving students with severe and profound disabilities. As the deadline for endorsement approaches, a significant number of teachers in each district remain in need of part or all of the coursework required for endorsement in severe and profound disabilities, due in part to the attrition of endorsed teachers and in part to lack of opportunity to participate in online offerings. The 14 small and rural member districts have very few teachers endorsed for *Severe or Profound Disabilities*. This number diminishes through attrition and relocation of teachers to other locales. Each district must still provide services to students who have severe or profound disabilities. At least one teacher in each of the 14 plus school districts has expressed an interest in endorsement in this certification area. The provision of an endorsement program for *Severe or Profound Disabilities Endorsement* by PAEC, through in-service activities, will enable teachers to take advantage of the opportunity to add additional certification areas to their teaching certificate. The member and participating districts will collaborate to add this program of study to the PAEC Master Plan for In-service Professional Development. The districts, therefore, will benefit significantly from this program as it will lead not only to additional personnel obtaining highly qualified status by earning endorsement in

Severe or Profound Disabilities, but will also allow additional opportunities for professional development for all personnel serving students with severe or profound disabilities. *Specific Authority 1001.02, 1012.55, 1012.56FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-02, Revised 7-1-05.*

3. PROGRAM CONTENT/CURRICULUM COMPETENCIES

The competencies to be addressed in each course are stated as general and specific objectives within the components that are included in the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement. Each component has been developed in accordance with the requirements for the Master Inservice Plan (MIP) and has been included in the Master Inservice Plan. To be eligible to participate, a teacher must hold a professional certificate in any exceptional student education area. Participants must demonstrate increased competency in 80% of the course objectives and complete all required activities to receive credit for the component. Successful completion of the field-based experiences will be demonstrated through completion and submission of a comprehensive portfolio assessment.

SPECIALIZATION STUDIES

The professional education competencies specific to Severe and Profound Disabilities are addressed in the specialized courses that the Add-on for Severe and Profound Disabilities Endorsement requires. The *Competencies for Teachers Seeking the Severe and Profound Disabilities Endorsement* can be found in Appendix A.

The in-service courses will model the instructional strategies to be used to teach students with severe or profound disabilities in the K-12 program and include a variety of teaching modes, materials, media, and technologies, appropriate to the subject area(s) of the individual teachers participating. In addition, the in-service courses will incorporate scientifically based research on teaching students with severe or profound disabilities in K-12 programs. Finally, the courses will include strategies for developing cooperative working relationships with other teachers, agencies, and parents.

NATIONALLY RECOGNIZED GUIDELINES

A National Standards Report regarding competencies for personnel teaching students with Severe and Profound Disabilities is in draft form as of the writing of this proposal, but not yet released. Thus, data on nationally recognized guidelines have been culled from various sources in Florida, Arizona, California, and Virginia. Currently, a comprehensive review of literature conducted by the State of California Commission on Teacher Credentialing indicates six competencies upon which Severe and Profound Disabilities certification and/or endorsement processes appear to be based nationwide. These six competencies include:

Standard 1: Learning Characteristics of Individuals with Moderate/Severe Disabilities

- How does the program ensure that candidates demonstrate knowledge and understanding of the full range of intellectual, behavioral, social/emotional, communication, neurological, sensory and /or motor impairments in students with moderate/severe disabilities?

Standard 2: Communication Skills

- How does the program ensure that candidates demonstrate the ability to teach and facilitate the development of communication skills which promote choice making, independence and self-advocacy?

Standard 3: Developing Social Interaction Skills and Facilitating Social Context.

- How does the program ensure that candidates demonstrate the ability to teach interpersonal skills to promote acceptable social behavior that is similar to nondisabled peers in all settings?

Standard 4: Assessment, Program Planning and Instruction

- How does the program ensure that candidates demonstrate the ability to select, modify, and administer appropriate assessments to facilitate access to the learning environments as well as interpret assessment data from each domain and design a comprehensive, educational program?

Standard 5: Movement, Mobility, Sensory and Specialized Health Care

- How does the program ensure that candidates demonstrate the skills to facilitate individual student initiation of and generalized use of mobility and other functional motor movements to promote maximum participation and involvement in activities?

Standard 6: Positive Behavioral Support

- How does the program ensure that candidates demonstrate the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment?

Standard 7: Transition and Transitional Planning

- How does the program ensure that candidates demonstrate understanding of the various protocols, community resources and supports, i.e., communication needs, assistive technology, augmentative communication devices, life skills, etc., as they affect each student for each transition including IFSPs, IEPs and ITPs

Standard 8: Augmentative and Alternative Communication

- How does the program ensure that candidates demonstrate the ability to assess and plan for the low/high technology needs of a child with physical/orthopedic disabilities, health impairments, and multiple disabilities?

This add-on endorsement program addresses these competencies within the courses proposed, and uses instructional strands and specific objectives developed PAEC and by reviewing programs of study at several universities that featured a degree specialty area in severe and profound disabilities. As research continues, appropriate modifications to coursework herein will be made to ensure students are prepared commensurate with the current body of knowledge. Any program and/or content modifications will be submitted for approval to The Florida Department of Education as required.

INSTRUCTIONAL DESIGN AND DELIVERY
a. INSTRUCTIONAL STRAND

Severe and Profound Disabilities Endorsement: Nature of Profound Mental Disabilities and Intervention Strategies for Educating Students	Severe and Profound Disabilities Endorsement: Atypical Child Development and Assessment of Students with Severe or Profound Disabilities	Severe & Profound Disabilities Endorsement: Transition Planning and Interdisciplinary Teaming for Students with Severe and Profound Disabilities	Severe and Profound Disabilities Endorsement: Field-Based Experience with Students with Severe and Profound Disabilities
<ol style="list-style-type: none"> 1. Characteristics of SPD 2. Assessment and Diagnosis 3. Individual Learning Goals, IEP, Curricula 4. Teaching Methodologies 	<ol style="list-style-type: none"> 1. Behavior, communication, sensory, and social issues in SPD 2. Basic Behavioral Principles 3. Preference and Reinforcer Assessment Methodology 4. Evidence-Based Instructional Methodologies and Strategies 5. Acquisition Goals, Data Collection, and Graphic Analysis 6. Behavior Definitions and Functions of Behavior 7. Important Issues with Functional Behavioral Assessment 8. Determining Appropriate Interventions for Positive Behavior Intervention Plans 10. Treatment Integrity 11. Reduction Goals, Data Collection, and Graphic Analysis 	<ol style="list-style-type: none"> 1. Understanding the Need for Interdisciplinary Planning 2. Demonstrate Ability to Conduct a Team Assessment 3. Family Involvement 4. Networking and Resources 5. Interagency Planning 	<ol style="list-style-type: none"> 1. Curriculum and Instruction/ Individualized Educational Services and Supports 2. Inclusion with typical peers 3. Supporting Play/Leisure and Imagination 4. Family Support and Partnerships 5. School and Community Partnerships 6. Professional Literacy and Leadership

Instructional Delivery

The coursework will include classroom and field experiences. Detailed courses of study for each course include content and methodological strategies. Because of the scope and intensity of this program, courses will be scheduled over an extended period to allow sufficient time for assimilation of information, methodology, and unique skills application or implementation. The curriculum has been designed to prepare teachers to utilize instructional strategies for teaching students with Severe and Profound Disabilities in their classrooms and to document their application as part of a comprehensive portfolio.

TRAINING COMPONENTS

The required components for endorsement in Severe and Profound Disabilities are:

Component #	Competency	Master Plan Points	Component Title
4-102-501	2c	60	Severe and Profound Disabilities Endorsement: Nature of Profound Mental Disabilities and Intervention Strategies for Educating Students
5-101-515	2a	60	Severe and Profound Disabilities Endorsement: Atypical Child Development and Assessment of Students with Severe or Profound Disabilities
3-100-501	2b	60	Severe & Profound Disabilities Endorsement: Transition Planning and Interdisciplinary Teaming for Students with Severe and Profound Disabilities
2-100-540	2d	60	Severe & Profound Disabilities Endorsement: Field-Based Experience with Students with Severe and Profound Disabilities

The in-service training components included in the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement have been developed as specified in the Master In-service Plan. The in-service training components included in the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement are included in Appendix B.

MATRIX

Matrix of Severe and Profound Disabilities Endorsement Program			
Competency Number*	Component Number	Specific Objective Number(s)	Method of Competency Demonstration
2c	4-102-501	1, 2, 7 and 8	Research article summary
2c	4-102-501	22, 23, 24, 27, and 28	Parent interviews with sensory checklists
2c	4-102-501	36 and 36	Inclusion plan
2c	4-102-501	31	Classroom demonstration (discrete trial)
2c	4-102-501	28	Development of a community-based instruction activity
2c	4-102-501	33 and 34	Sketch of classroom structure with explanations
2c	4-102-501	9, 21 and 40	Portfolio entry (lesson plan)
2c	4-102-501	6	Development of visual schedule
2c, 2d	4-102-501	5, 6, 14, 16, 20, 21,	

		22, 24, 25, 26, 27, 28, 29, 30 and 32.	Classroom demonstration (programming)
2c	4-102-501	3, 4, 10, 11, 12, 13, 14, 15, 116, 17, 18, 19, 20, 37, 38, 39	Component Test
2a	5-101-515	6, 7, and 8	Completed preference and reinforcer assessments
2a	5-101-515	9, 10, 11 and 18	Self-report of classroom implementation of reinforcement strategies
2a	5-101-515	9, 10, 14 and 18	Self-report of classroom implementation of naturalistic instructional strategies
2a	5-101-515	9, 10, 11, 12, 13, 14, 15, 16, 17 and 18	Self-report of classroom implementation of response-prompted instructional strategies
2a	5-101-515	21 and 22	Classroom demonstration (social skills)
2a	5-101-515	23, 26 and 27	Classroom demonstration (data collection)
2a	5-101-515	24 and 25	Case Studies
2a, 2d	5-101-515	28, 31, 32, 35, 36, 37, 38, 63	Classroom demonstration (behavior definition, target behavior data collection)
2a	5-101-515	39, 52, 53, 54, 55, 56, 57, 58, 59, 62	Component test
2a	5-101-515	64 and 65	Graphing data
2b	3-100-501	3, 19, 20, and 21	Completed plan for developing an interdisciplinary planning team
2b	3-100-501	3, 6, and 7	Development of Family Support materials
2b	3-100-501	14 and 15	Research and critique two articles on interagency planning
2b	3-100-501	21 and 22	Research and critique one article on the successful use of an IEP
2b	3-100-501	23	Classroom demonstration (identify types and functions of communication with individuals in the school setting)
2b	3-100-501	22	Summary paper
2b	3-100-501	8, 9, 10, 11, 12 and 13	Plan for accessing support networks and resources
2b	3-100-501	16, 17, 18, 19, and 20	Participation in an IPT assessment
2b	3-100-501	1, 3, 6, 7, 9, 13, 14, 15, 17, 18, 19, 20, 21, 23,	Component test
2d	2-100-540	1-18	Complete observations and submit summary forms in each of the following: pre-k, elementary, middle, senior high, inclusion (at level as agreed upon between instructor and participant)
2d	2-100-540	1-18	Submit completed IEP demonstrating participation and appropriate consideration of and planning for the needs of a student with Severe and Profound Disabilities.
2d	2-100-540	17	Submit a completed Functional Behavioral

			Assessment and intervention plan for a student with Severe and Profound Disabilities
2d	2-100-540	2-14 and 16	Submit an administrator's observation of instruction of a student with Severe and Profound Disabilities

**See Appendix A for competencies*

COURSE INSTRUCTORS

Course instructors must possess a master's degree or higher, and have a minimum of three years qualified experience in working with students on the Autism Spectrum. Each course instructor must be certified and experienced in the area(s) of content to be taught. Instructors within the school districts served by this endorsement may be used, in addition to contracted instructors from local institutions of higher education (community colleges, colleges or universities) or the private sector. As these courses will be provided regionally, the Professional Development and ESE Directors in the PAEC member school districts will work collaboratively with the PAEC Professional Development Director to make instructor assignments.

COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

Methods for determining a participant has obtained all the competencies required for the specialization area are addressed within the coursework requirements and reflected in the Matrix. The successful completion of each required course will document that the participant has attained the competencies and skills addressed in and specific to the course.

Proof of successful course completion and the awarding of in-service points will be maintained by the district and the PAEC Professional Development Office. At the conclusion of each course, each participant successfully mastering the competencies therein will be awarded in-service credit per the Master In-service Plan. Upon successful completion of all four required courses, the PAEC Professional Development Office will provide the participant with a Certificate of Completion noting that the participant has successfully completed the Add-on Endorsement Program: Severe or Profound Disabilities Endorsement. The PAEC Professional Development Office will provide the district with all necessary forms for use in processing the teacher application for adding the endorsement to a teaching certificate. The District Teacher Certification Office will then assist the participant in filing the necessary paperwork and collecting fees associated with petitioning The Florida Department of Education to add the Severe or Profound Disabilities endorsement to the educator's teaching certificate.

B. COMPETENCY DEMONSTRATION

Requirements for the program stipulate that evidence of competency mastery in each required course must be maintained by the participant as part of the participant's portfolio. A copy of each participant's portfolio will be submitted to the district Professional Development office. Successful completion of each course, coupled with the submission of the portfolio and the feedback responses on the PAEC ePDC, will be deemed adequate demonstration of competence.

C. COMPETENCY VERIFICATION

College and/or university coursework may be substituted for portions of the Severe and Profound Disabilities endorsement add-on requirement. Consideration will be given to students who have successful completion with a grade of B or better of a college/university course with verification from the district instructor that there is

reasonable equivalence between the college/university courses and the district add-on courses. Decisions will be made at the local level, in collaboration with the district Teacher Certification Office and the Professional Development Office. Competency Verification Forms should be completed and forwarded to the PAEC Professional Development Director.

PROGRAM EVALUATION

A. EVALUATION PLAN

The overall effectiveness of the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement will be determined by participant assessment, training component assessment, and program assessment techniques using the strategies described below.

1. Individual participants will be evaluated based on competency acquisition as verified by the instructor in accordance with approved competency demonstration methods and criteria. (In accordance with district in-service requirements, any participant who wishes to receive in-service points must demonstrate competency on at least 80% of the specific objectives using pre- and post-tests or other valid measures.)
2. Each training component will be evaluated by utilizing PAEC and district staff development program procedures.
3. The program will be assessed by participants; instructors; staff development personnel; and district exceptional student education administrative and supervisory staff to determine: program effectiveness, program efficiency in terms of management, operation, delivery and cost effectiveness.

Formal program evaluation will provide the following data:

B. DESCRIPTIVE DATA

1. Number of teachers who are out-of-field in Severe and Profound Disabilities.
2. Number and percentage of the above that have enrolled in the add-on program.
3. Number of enrollees dropped for nonperformance.
4. Number and percentage of program completers.
5. Number and percentage of program completers teaching in the district.

C. CLIENT SATISFACTION DATA

Attitudes of participants will be surveyed to determine the extent to which:

1. The program is meeting candidate needs.
2. The quality of instruction is consistent with professional development standards.
3. The curriculum is pertinent to their classroom and professional development needs.
4. The pace, quantity, and quality of assignments are compatible with their primary teaching responsibilities.

D. SUPERVISORY EVALUATION DATA

Principals, administrators and supervisors may be asked to perform site-based evaluations to determine the extent to which:

1. School and program needs are being met through the training provided by the add-on endorsement program.
2. Skills acquired in add-on training are practiced in the candidate's classroom and shared with others.
3. Evidence exists of tangible benefit to students accruing from add-on training.

E. LOGISTICAL SUPPORT

Annual program costs will be calculated from records of training, material purchases, copying, consultant fees, district or project expenditures, and salary portions of key personnel in program operations. Additional evaluation procedures may be developed and implemented as needed by the district. Any program revisions resulting from these evaluation procedures will be reported to the Florida Department of Education, Division of Human Resource Development, Bureau of Teacher Education, Recruitment and Retention.

Participants, instructors, and district staff will evaluate the program in the following areas:

1. Scope and sequence of courses;
2. Instructional materials;
3. Relevance to effective teaching and learning; and
4. Adequacy of preparation for teaching assignment/study.

In addition, in order to assess overall effectiveness of the program, participants completing the program will be asked to complete an online exit survey which will provide feedback regarding the management and operation of program activities.

F. AN ANNUAL REVIEW

An annual review of the efficacy of the program will be conducted by the PAEC Professional Development Director in conjunction with ESE administration in each school district via continuous programmatic review of data collection previously noted in Program Evaluation, (A) Evaluation Plan. The carry-over effects of the training will be measured by direct observation, status of highly qualified personnel and the provision of quality educational services. The data obtained in this continuous review cycle will be used to revise the program as necessary as well as inform the next areas of professional development offered outside of the endorsement program.

MANAGEMENT

The PAEC Professional Development Director/designee will be responsible for managing the program, to include disseminating information about the Add-on Endorsement Program, maintaining participant and program files, certifying the completion of program requirements and processing applications, coordinating program activities, collecting evaluation data, and providing information regarding the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement when required by the school district and/or Florida Department of Education staff. Participant files will include a copy of the Plan of Study, schedule of courses and timeline with a projected date for completion. Program files will include the schedule of courses offered, information regarding the instructor and participants, and evaluation data.

A. ADMISSION

To be eligible for the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement, a teacher must meet the following criteria:

1. Full-time instructional employee of the school district.
2. Hold a valid Florida Educator's Certificate (Temporary or Professional) in any area of exceptional student education;
3. Must have satisfactory performance evaluations; and
4. Meet any additional criteria established by the Superintendent, School Board or Florida Department of Education.

Eligible teachers desiring to participate in the program are required to contact the district Professional Development Director/designee to request a formal Plan of Study application. This Plan of Study form delineates the required course work for the endorsement in Severe and Profound Disabilities. Each participant must meet with the Professional Development

Director/designee to submit the completed Plan of Study form as part of the advisement procedure. A copy will be kept on file and the original will be returned to the applicant confirming acceptance into the Add-on Endorsement Program for Severe and Profound Disabilities Endorsement.

B. ADVISEMENT

1. Component information for each course is provided on the PAEC website
2. The District Director of Professional Development will sign an application form for each individual identifying the need for the participant

C. ATTENDANCE

Attendance is mandatory; all courses have a specified number of hours and a participant must attend the required number of hours. Absences or excessive tardiness will jeopardize a participant's ability to successfully complete a course. Excused absence class work missed due to serious illness or extreme emergency must be satisfied through a schedule approved by the instructor. Participants receive one in-service point for each clock hour of component participation, up to 60 hours per component.

D. TRANSFER OF CREDIT

Equivalent or higher content level college credit obtained from a regionally accredited institution of higher education with an approved severe and profound disabilities endorsement program may be used to satisfy component requirements. College course(s) are converted to in-service points with each semester credit hour equivalent to twenty (20) in-service points. An official college transcript must be requested by the participant and forwarded to the PAEC Professional Development Director's Office.

In-service credit earned while employed in another district may be applied to the Add-On Certification provided:

In recognition of the fact that teachers may desire to take courses from multiple providers while working to earn the Florida Severe and Profound Disabilities Endorsement, credit for completed coursework will be accepted by PAEC and the participant's professional development director under the following conditions:

1. Participant obtains approval to register for the course, PRIOR to enrolling, from the PAEC Program Consultant and/or the participant's district professional development director
2. The course is taught by an instructor who meets the Instructor Qualifications as listed above
3. The course provider provides authentic transcript of completed coursework with authorized signature affixed
4. The provider is able to provide a course description and completion requirements, upon request.

Participants must request an official In-service Transfer Record be sent from the previous employer to the district's Professional Development Director. A copy should be shared with the PAEC Professional Development Director.

E. PROGRAM COMPLETION/CERTIFICATION PROCEDURE

Successful completion of **at least** 240 in-service points consistent with the program requirements section of this document and other prerequisites, as indicated by district in-service records, shall constitute program completion. A designated PAEC representative

will verify course completion by signing the Verification of Completion form and returning it to the District office. The participant's district office will submit completed documentation to the Florida Department of Education.

For participants that choose to take online courses for in-service credit, verification of completion will be recorded in an electronic systems database for reporting purposes.

SCHOOL BOARD APPROVAL

The School Board approval form is found in Appendix C.

APPENDIX A
**Competencies for Teachers Seeking the Severe and Profound Disabilities Spectrum
Disorder Endorsement**

These competencies were developed in 1991 and amended in 2002 to correspond to 6A-4.01793 Specialization Requirements for Endorsement in Severe and Profound Disabilities – Academic Class
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- (1) A bachelor’s or higher degree with certification in any exceptional student education area; and**
- (2) Twelve (12) semester hours in the education of students with severe and profound disabilities to include credit in each of the following areas:**
 - (a) Three (3) semester hours in atypical child development and assessment of students with profound disabilities to include use of assessment for individual educational planning and program planning.
 1. Demonstrate ability to identify, develop, and utilize appropriate assessment instruments and procedures, including:
 - a. identify medical assessments, including vision, hearing, and motor development; identify appropriate assessment instruments for use with severe and profound disabilities in all developmental domains;
 - b. conduct ecological assessments;
 - c. identify methods of adapting assessment instruments, including standardized tests, for students with severe and profound disabilities;
 2. Select or develop appropriate objectives and instructional strategies based upon interpretation of test results and other assessment information.
 3. Explain the patterns of development for Autism, Dual Sensory Impairment, Severe and Profound Disabilities.
 4. Demonstrate understanding of the impact of any severe and profound disability on child development.
 5. Demonstrate understanding of the reciprocal environment upon development at the atypical child.
 6. Explain the normal progression of preverbal and nonverbal communicative behaviors.
 7. Demonstrate awareness of assessing family dynamics and the impact of the child with a disability on the family and the family on the child.
 8. Design, implement, and evaluate IEPs that promote full integration of therapies (e.g., physical, occupational, and speech-language) in functional curricular activities.
 9. Identify necessary components of ~ comprehensive IEP for a student in need of transition services.
 10. Demonstrate awareness of other disciplines and services available specifically to serve students with profound handicaps.
 11. Demonstrate ability to incorporate learning environment management techniques appropriate to students with severe and profound disabilities in the school environment.
 12. Demonstrate know ledge of strategies, including advantages and limitations, for integration and Inclusion in the Least Restrictive Environment (LRE).
 13. Demonstrate knowledge of task analysis to promote program planning.
 14. Demonstrate knowledge of what constitutes an effective, comprehensive behavior program.
 15. Demonstrate knowledge of criteria for selecting appropriate individualized communication systems.

16. Describe and demonstrate how to facilitate effective communication between student and family.
 17. Demonstrate ability to access resources in the school district and state for assistive and adaptive technology including augmentation communication technology that is appropriate to students with severe and profound disabilities.
 18. Demonstrate the ability to provide activities which are meaningful, enjoyable, and functional for individual students with severe and profound disabilities.
- (b) Three (3) semester hours in interdisciplinary teaming to include available resources; the role of parents, teachers, and other professionals; functional community-based curriculum; employability skills; and transition planning.
1. Demonstrate understanding of the need for interdisciplinary planning.
 2. Define and describe the models of team approach evaluation, and demonstrate ability to implement a team assessment.
 3. Demonstrate understanding of the basic concepts of interdisciplinary teaming including:
 - a. The concept and value of "teaming; "
 - b. The Integrated Therapy approach;
 - c. Interdisciplinary planning based on shared vision of student's future;
 - d. Roles and skills needed by team members (including parents) to implement functional community-based instruction for students with severe and profound disabilities;
 - e. Strategies for providing transition services;
 - f. Make-up of team(s) that would assess, plan, implement, and evaluate programs for a student with profound disabilities, including parents, students, teachers, therapist(s), other professional support and related personnel, and other persons important in the life of the individual student;
 - g. Matching of student needs with team composition and how it changes as student needs change;
 - h. Strategies for informal teaming activities that promote effective collaboration;
 - i. The importance of parents and family as part of a team;
 - j. How family cultural contexts affect the make-up of each student's team;
 - k. Differences and similarities in roles and responsibilities of professionals and paraprofessionals;
 - l. Steps that promote effective paraprofessional performance;
 - m. Strategies for cooperative teaching with other professionals and paraprofessionals.

Family

4. Describe importance of comprehensive family support.
5. Identify how the team can assist in meeting the needs of families.
6. Demonstrate understanding and respect for cultural context/differences when collaborating with families.
7. Recognize the life-span role of the family and describe strategies for building effective communicative and collaborative relationships with the family.

Networking and Resources

8. Describe the need *for* and how to access national, state, and local resources for students with profound disabilities and their families.
9. Describe the roles of community organizations and agencies.
10. Identify roles and responsibilities of team members as related to supported employment.

11. Describe the networking process.
12. Demonstrate knowledge of eligibility requirements for community service provider.
13. Identify electronic resources *for* professional development sharing and networking.

Interagency Planning

14. Demonstrate understanding of the need for interagency planning.
 15. Describe functioning and scope of services provided by various community organizations and agencies (including constraints).
 16. Demonstrate understanding of the use of post school outcome data for program change.
 17. Identify appropriate available resources for family.
 18. Facilitate interdisciplinary planning based *on* shared vision *of* student's future.
 19. Describe the Individual Support Plan (ISP) and Individual Family Support Plan (IFSP) and process.
 20. Describe the relationship between the ISP/IFSP and Individual Education
 21. Plan (IEP).
 22. Demonstrate ability to identify and implement strategies which lead to development of employability skills.
 23. Demonstrate skills necessary for effective communication and collaboration with individuals within school and in community settings.
- (c) Three (3) semester hours - Nature of profound mental disabilities and intervention strategies for educating students with profound mental disabilities to include student characteristics, appropriate learning goals, teaching approaches, and environmental arrangements.
1. Develop and utilize a personal philosophy for students with profound mental disabilities.
 2. Display a working knowledge of normative and atypical child growth and development (0-2) including characteristics of students with profound disabilities and possible etiologies.
 3. Demonstrate a knowledge of current research trends, medical and educational issues, and programs in the field of profound mental disabilities.
 4. Utilize assessment data to plan and implement an individual functional curriculum that:
 - a. Reflects current practices for inclusion,
 - b. Is community/family referenced,
 - c. Is age appropriate,
 - d. Is activity based,
 - e. Is designed for generalization and maintenance,
 - f. Employs the concept of partial participation,
 - g. Occurs in natural settings,
 - h. Employs adaptive/assistive technology,
 - i. Is based in the major life domains and includes embedded skills in the areas of motor, communication, social interaction, sensory development, and cognition,
 - j. Is based on the concepts of the criterion of ultimate functioning and ecological validity,
 - k. Uses sensory stimulation appropriately, and
 - l. Is supportive of school to post-school transition.
 5. Implement systematic instructional procedures using:

- a. Successive approximation
 - b. Errorless learning
 - c. Task analysis
 - d. Data collection, charting, and analysis
 - e. Incidental teaching
 - f. Prompting techniques
 - g. Optimal instructional groupings and scheduling
 - h. Techniques that promote maintenance and generalization
6. Understand and implement procedures and techniques that promote full integration of physical therapy, occupational therapy, and speech/language development in the functional curricular activities with the student with profound mental disabilities.
 7. Demonstrate understanding of behavior management concepts and strategies including:
 - a. Reinforcement
 - b. Communicative function of behaviors
 - c. Use of functional assessment of challenging behaviors
 - d. Antecedent/proactive management
 - e. Contrived vs. natural contingencies
 - f. Functional incompatible and/or replacement behaviors
 - g. Precise behavior measurement
 - h. Effects of intrusive/aversive procedures
 - i. Reduction/elimination of self-injurious behaviors
 - j. Awareness of crisis intervention procedures
 8. Understand and demonstrate ability to manage health-related conditions and needs of students such as:
 - a. Medications
 - b. Seizures
 - c. Infection and contagion control
 - d. Respiratory disorders
 - e. Catheterization
 - f. Intubation
 - g. Oxygen
 - h. Emergency medical procedures
 - i. Shunts
 9. Employ and implement approved safe physical management techniques with positioning and handling students. Work in conjunction with other licensed personnel to use appropriately adaptive and prosthetic appliances, equipment, and devices.
 10. Display basic competencies in the following areas:
 - a. Cardiac Pulmonary Resuscitation (CPR)
 - b. Feeding techniques
 - c. First aid procedures
- (d) Three (3) semester hours of supervised field-based experience with students with profound and mental disabilities;
- Demonstrate the application of the above competencies in an appropriately supervised field-based experience with students with profound mental disabilities.

APPENDIX B

COMPONENT TITLE: Severe and Profound Disabilities Endorsement: Nature of Profound Mental Disabilities and Intervention Strategies for Educating Students

IDENTIFIER NUMBER: 4-102-501

NUMBER OF INSERVICE POINTS: 60

GENERAL OBJECTIVE

This component is designed to enable the participant to identify characteristics associated with Severe and Profound Disabilities, to understand current trends and methodologies used in the instruction of those students, and to become familiar with current formal and informal assessments used in diagnosis and instructional planning.

SPECIFIC OBJECTIVES:

Upon completion of this component, participants will be able to:

1. Describe the current understanding of the etiology and prevalence of Severe and Profound Disabilities.
2. Compare and contrast the differences within Pervasive Developmental Disorders, i.e., Severe and Profound Disabilities, Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), Asperger Disorder, Retts Disorder, and Childhood Disintegrative Disorder (CDD).
3. Identify common characteristics within the spectrum with specific reference to communication, sensory responses and needs, stereotypical behaviors, socialization and social skill development.
4. Identify diagnostic criteria for Severe and Profound Disabilities per the most recent version of the Diagnostic and Statistical Manual.
5. Identify eligibility criteria for Severe and Profound Disabilities as defined by the most recent version of the Diagnostic and Statistical Manual, and definition/description of The Florida Department of Education.
6. Compare and contrast the state's eligibility criteria for Severe and Profound Disabilities per the most recent version of the Diagnostic and Statistical Manual.
7. Understand the history of the disorder in terms of its identification and intervention.
8. Describe potential courses of development and outcomes in individuals with Severe and Profound Disabilities Spectrum Disorder from infancy to adulthood (joint attention, imitation, failure to use gestures, failure to use symbols).
9. Describe the needs of students with Severe or Profound Disabilities based on characteristics of the disorder and ways to incorporate this knowledge into a comprehensive and adaptive program.
10. Describe the range of possible behaviors across the lifespan.
11. Assess and identify the learning styles and uneven profiles observed in individuals with SPD.
12. Identify intervention/support strategies based on individual strengths and needs as they relate to learning.
13. List behaviors that could indicate the presence of a mental health or disability disorder.
14. Understand the challenges that IEP team members have to address when determining an appropriate placement and services needed for students with Severe and Profound Disabilities and emotional co-morbidity.
15. Differentiate between standardized and non-standardized assessments.
16. Identify current evaluation instruments used in the diagnosis of Severe and Profound Disabilities, for example, DASH-II, ADD, Reiss Screen.
17. Analyze the pros and cons of 3 evaluation instruments used in the diagnosis of Severe and Profound Disabilities.

18. List and describe several assessment instruments currently used by district school psychologists in determining an intelligence quotient (IQ) for students.
19. Understand the pros and cons of utilizing IQs as a measurement of an SPD student's potential.
20. Describe the use of formal and informal tests utilized by psychologists and teachers to determine academic levels of functioning and inform instructional planning.
21. Demonstrate how to assess a student's strengths and weaknesses using formal and informal assessment data, and develop an individualized program using evidence-based methodologies and promising practices.
22. Describe the importance of parental input in the diagnosis of Severe and Profound Disabilities.
23. Describe the importance that sensory issues play in maladaptive behaviors exhibited by many students with Severe and Profound Disabilities and how to accommodate for sensory issues in the school environment.
24. Demonstrate knowledge of the impact of common medical issues for persons with Severe and Profound Disabilities, such as seizure disorders, chronic otitis media, chronic constipation or diarrhea, eating and sleep issues, use of psychotropic medications, etc.
25. Participate with the trans-disciplinary team to develop goals and objectives that are appropriate, observable, measurable and functional.
26. Demonstrate consideration and planning for student needs regarding communication, social skills, and sensory-motor concerns.
27. Collaborate with family and other professionals on accommodations and modifications needed to access home, educational, work and community environments.
28. Consider and plan for transitional needs of students (i.e., prekindergarten to elementary, elementary to middle, middle to high, high to postsecondary activities, such as employment, adult living, recreation, community living, and post-secondary education).
29. Identify the criteria utilized by the IEP team to determine appropriate state assessment participation.
30. Identify social and behavioral supports needed for successful inclusion in general education settings for Severe or Profound Disabilities students.
31. Implement evidence-based and promising practices strategies, such as incidental teaching, discrete trial, group instruction, task analysis, use of prompts and prompt fading, shaping, effective use of reinforcement in teaching skills, shadowing, modeling and scaffolding.
32. Use data and ongoing assessments to modify program content, presentation and interventions.
33. List reasons for structuring the classroom environment for students with Severe or Profound Disabilities.
34. Describe how to physically structure a self-contained classroom for students with Severe & Profound Disabilities.
35. Describe several types of environmental structures and visual systems used in classrooms of students with Severe or Profound Disabilities and how these structures and systems are used to meet individual student's needs.
36. Describe various physical and visual strategies that can be used to accommodate a student with SPD in a general education classroom, i.e., environmental structuring, schedules, social situation stories and scripts, to communicate social information and expectations.
37. Categorize the different types of visual schedules used to promote independence based on a student's educational and cognitive abilities.
38. Identify and distinguish between a variety of curricula and methodologies used to provide instruction for students with Severe or Profound Disabilities.
39. Demonstrate an understanding of how to use the Sunshine State Standards in developing appropriate curricula for students with Severe and Profound Disabilities.

40.

ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
 - a. Characteristics of SPD (Specific Objectives 1,2, 3, and 7)

- b. Assessment and Diagnosis (Specific Objectives 4, 5, 6, 12, 13, 15, 16, 17, 18, 19, 20, 21, 24)
 - c. Individual Learning Goals/IEP/Curricula (Specific Objectives 8, 9, 10, 11, 12, 14, 22, 25, 26, 27, 28, 29, 30)
 - d. Teaching Methodologies (Specific Objectives 23, 31, 32, 33, 34, 35, 36, 37, 38).
2. Review eligibility criteria for Severe and Profound Disabilities from the handouts taken from the Programs and Procedures Manual for the district. (Specific Objectives 5 and 6)
 3. Discuss the difference between formal and informal assessments; specify several assessments used in planning instruction for SPD students. (Specific Objectives 15, 16, 17, 18, 19, 20, 21)
 4. Given 2 psychological reports for different students with SPD, the participants will compare and contrast the different assessments utilized in determining eligibility. (Specific Objectives 5, 6, 16, 20, 21)
 5. Determine if the 2 students whose psychological reports were reviewed in class should participate in state and district assessment. (Specific Objective 29)
 6. Develop 3 different types of visual schedules. (Specific Objectives 35, 36, 37)
 7. Given a case study, each table of participants will develop different priority educational needs, goals, benchmarks, and accommodations for an SPD student included in a general education classroom. (Specific Objectives 25, 26, 27, 28, 30, 32)
 8. Identify the role that the IEP team plays in determining appropriate program placement for students with SPD and other related disabilities. (Specific Objectives 14, 22, 24, 25, 26, 27, 30).
 9. Review the Sunshine State Standards and the Sunshine State Standards for Special Diploma and identify specific benchmarks in the development of a weekly lesson plan. (Specific Objective 39)
 10. Make a sketch of how a self-contained classroom should be physically structured and explain the reasons why. (Specific Objectives 33 and 34)
 11. Develop a community-based instruction activity for students with Severe and Profound Disabilities. (Specific Objective 28)
 12. Given a demonstration in class, discrete trial data will be recorded. (Specific Objective 31).

STRUCTURED INTERACTION ACTIVITY

1. Research and summarize 2 articles written about Pervasive Developmental Disorders. (Specific Objectives 1, 2, 7 and 8) 3 hours
2. Interview two parents and complete a sensory checklist for each child, identifying sensitivity to auditory, visual and tactile stimulus. (Specific Objectives 23, 24, 27 and 28) 3 hours
3. Develop at home and share with the class a plan for accommodating a student with Severe and Profound Disabilities in the general education environment, to include an independent work system for a sorting or matching activity and another one for an academic task to be instructed in an inclusive environment. (Specific Objectives 35 and 36) 4 hours

FOLLOW-UP

Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) elements of assessment and diagnosis in determining Severe and Profound Disabilities; b) the characteristics of students with Severe and Profound Disabilities, including similarities and differences among students with other sensory disabilities; c) compare and contrast typical development with that of students with Severe and Profound Disabilities; d) uses of formal and informal assessments in developing

appropriate educational services for students with Severe and Profound Disabilities; e) development of appropriate IEP goals and objectives; and f) discussion of various curricular approaches currently used with students with Severe and Profound Disabilities. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.

2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete an Severe and Profound Disabilities Program Compliance Checklist and share the results with their administrator.
4. Complete any other assessment procedure required by the instructor(s).
5. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use in-service credit earned through participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

COMPONENT TITLE: Severe and Profound Disabilities Endorsement: Atypical Child Development and Assessment of Students with Severe or Profound Disabilities

IDENTIFIER NUMBER: 5-101-515

NUMBER OF INSERVICE POINTS: 60

GENERAL OBJECTIVE

This course provides participants with an understanding of how applied behavior analysis principles pertain to individuals with Severe or Profound Disabilities, including implementation associated with teaching various skills and supporting behavior in educational settings. The functional assessment of problem behavior as well as proactive and preventative methods for addressing problem behavior will be addressed. In addition, evidence-based instructional strategies to develop communication, social, self-help, and academic skills will be emphasized and linked to behavioral needs. Role playing and other hands-on activities will be embedded in course instruction.

SPECIFIC OBJECTIVES

1. Identify social and behavioral issues associated with Severe and Profound Disabilities spectrum disorder and how those behaviors impact the functioning and quality of life of these individuals.
2. Demonstrate an understanding of the link between behavior and communication.
3. List and describe possible sensory issues for a student with Severe or Profound Disabilities.
4. Define applied behavior analysis.
5. Understand basic behavioral principles, including basic operant reinforcement, differential reinforcement, extinction, punishment, discrimination training, generalization, etc.
6. Describe multiple preference assessment methodologies.
7. Evaluate the reinforcing value of preferred items.
8. Describe the value of having a parent identify potential reinforcers.
9. Identify and distinguish between various evidence-based instructional methodologies for teaching children with Severe and Profound Disabilities (e.g., reinforcement, naturalistic, response-prompted).
10. Understand and use reinforcement, shaping, behavioral momentum, chaining, modeling, prompting, fading, imitation, discrimination training, and presentation/instructions to promote adaptive behaviors and skills.
11. Compare/contrast shaping and chaining.
12. Explain multiple prompting techniques and the transfer of stimulus control.
13. Identify the principles and components of discrete trial training.
14. Compare and contrast natural environment training, discrete trial training, and incidental teaching.
15. Demonstrate the ability to teach a skill using errorless learning.
16. Describe precision teaching/fluency-based instruction
17. Understand the basics of verbal behavior.
18. Explain various teaching strategies and procedures for teaching language and other skills to children with Severe and Profound Disabilities.
19. Identify common reasons for ineffective behavioral instruction.
20. Identify methods to generalize and maintain acquired behaviors.
21. Identify various methods of teaching social skills to students with SPD.
22. Design an appropriate plan to address social skills deficits.
23. Identify methods to measure and record acquisition of behavior.
24. Select acquisition goals and develop curriculum and instruction based on assessment results.
25. Demonstrate the ability to write skill acquisition plans that address goals and objectives.
26. Demonstrate the ability to collect data on skill acquisition programs.

27. Explain how data collection and the graphic display of data are used to make programming decisions.
28. Identify, define, and prioritize target behaviors.
29. Identify the different functions of behavior.
30. Describe behavioral assessment procedures, including functional analysis, and how they are used to determine the function of behavior.
31. Demonstrate the ability to use and collect data using a variety of assessment tools utilized in a Functional Behavior Assessment (FBA).
32. Explain the Antecedent-Behavior-Consequence (ABC) model of understanding and managing behavior.
33. Compare/contrast various assessment questionnaires.
34. Explain important elements from a structured interview.
35. Describe the essentials of a behavioral observation.
36. Determine the type of data collection necessary based on the type of behavior being observed.
37. Understand the importance of data collection throughout all phases of intervention (e.g., baseline, treatment, generalization, maintenance).
38. Explain how data collected during observation may or may not support the hypothesis established from a structured interview.
39. Develop a hypothesis of the function of behavior, considering setting events, antecedents/triggers, and consequence events.
40. Evaluate the competing behavior model theory.
41. Summarize how social and sensory stressors might be missed in a behavioral observation.
42. Explain and cite examples showing how the removal of stressors can be reinforcing to a child with SPD.
43. Recognize how a behavior can be inappropriate due to the setting or context.
44. Explain how a behavioral excess or deficit can be the reason for an inappropriate behavior.
45. Explain and cite examples showing how a chain of behaviors over time can distort the function of the behaviors.
46. Explain how the need for sameness (predictability) can contribute to inappropriate behaviors.
47. Describe possible reasons for self-stimulatory, repetitive behaviors.
48. Differentiate between observable behaviors that are maintained by environmental variables from those that are maintained by variables that cannot be observed.
49. Explain how the lack of alternative behaviors can help maintain problem behaviors in students with Severe and Profound Disabilities.
50. Differentiate between the Consultative Model and the Collaborative Model of support for a behavioral intervention plan.
51. Describe a plan to work with a collaborative team to develop and implement a behavior intervention plan.
52. Develop a Positive Behavior Intervention Plan (PBIP) that takes into consideration function and the context of the problem behavior.
53. Demonstrate an understanding of Positive Behavior Support
54. Formulate interventions based on the functions of a behavior rather than the overt behavior.
55. Describe how traditional discipline procedures can inadvertently reinforce a student's inappropriate behavior.
56. Identify categories of interventions and how these interventions interrelate with each other.
57. Identify proactive and preventative methods for addressing problem behaviors.
58. Describe visual strategies that may prevent inappropriate behavior.
59. Explain the importance of choosing ethical interventions (e.g., least restrictive and non-aversive interventions).
60. Identify situations or events that can affect the implementation of a PBIP.
61. Define, use, and understand the importance of treatment integrity.
62. Write individualized behavior reduction goals and objectives based on assessment data.

63. Explain how data collection is used to monitor the progress of the PBIP.
64. Understand the importance of graphic displays of data in behavior analysis.
65. Identify different types of graphs that are used in behavior analysis.
66. Summarize and explain the need for conducting a FBA and implementing a PBIP in providing a free appropriate public education (FAPE) for a child with maladaptive behaviors.

ACTIVITIES

1. Attend the instructor's lecture and demonstration on:
 - a. Behavior, communication, sensory, and social issues in SPD (Specific Objectives 1, 2, and 3)
 - b. Basic Behavioral principles (Specific Objectives 4 and 5)
 - c. Preference and Reinforcer Assessment Methodology (Specific Objectives 6, 7, and 8)
 - d. Evidence-Based Instructional Methodologies and Strategies (Specific Objectives 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20)
 - e. Teaching Social Skills (Specific Objectives 21 and 22)
 - f. Acquisition Goals, Data Collection, and Graphic Analysis (Specific Objectives 23, 24, 25, 26, and 27)
 - g. Behavior Definitions and Functions of Behavior (Specific Objectives 28 and 29)
 - h. Functional Behavior Assessment and Data Collection (Specific Objectives 30, 31, 32, 33, 34, 35, 36, 37, 38, and 39)
 - i. Important Issues with Functional Behavior Assessment (Specific Objectives 40, 41, 42, 43, 44, 45, 46, 47, 48, and 49)
 - j. Determining Appropriate Interventions for Positive Behavior Intervention Plans (Specific Objectives 50, 51, 52, 53, 54, 55, 56, 57, 58, and 59)
 - k. Treatment Integrity (Specific Objectives 60 and 61)
 - l. Reduction Goals, Data Collection, and Graphic Analysis (Specific Objectives 62, 63, 64, and 65)
2. Complete a preference assessment and reinforcer assessment for a student with SPD. (Specific Objectives 6, 7, and 8).
3. Analyze assessment data from several case studies and determine evidence-based instructional strategies that are most appropriate for the student's needs. (Specific Objectives 9 – 22)
4. Implement a variety of reinforcement instructional strategies (e.g., differential reinforcement, shaping, behavioral momentum, etc.) (Specific Objectives 9, 10, 11, and 18).
5. Implement a variety of naturalistic instructional strategies (e.g., modeling, incidental teaching, natural environment training, naturalistic time delays, "mand" modeling, expansions, etc.) (Specific Objectives 9, 10, 14, and 18).
6. Implement a variety of response-prompted instructional strategies (e.g., least to most prompting, chaining, fading, discrimination training, discrete trial training, errorless learning, etc.) (Specific Objectives 9 – 18).
7. Plan and organize how to train specific social skills based on scenarios provided by the instructor. (Specific Objectives 21 and 22)
8. Given a demonstration in class, collect data on the student's response to a variety of instructional strategies. (Specific Objectives 23, 26, and 27)
9. Given several case studies, write appropriate acquisition goals, benchmarks, and curriculum based on assessment results. (Specific Objectives 24 and 25)
10. When observing a demonstration in class, develop a behavior definition and determine the appropriate method of data collection on a target behavior for reduction. (Specific Objectives 28, 31, 36, 37, and 38)

11. Collect data on a target behavior using several functional assessment tools (e.g., A-B-C, scatter plot, etc.) in a simulated setting and/or classroom observation. (Specific Objectives 31, 32, 35, 36, and 38)
12. Given multiple case studies, develop a hypothesis for the function of behavior, considering setting events, antecedents/triggers, and consequence events. (Specific Objective 39)
13. Analyze data from several case studies and develop appropriate interventions for each. (Specific Objectives 52-59)
14. Given assessment data on several case studies, write appropriate reduction goals and benchmarks. (Specific Objective 62)
15. Given a demonstration in class, collect data on the student's behavior using various measurement tools (e.g., frequency, duration, latency, interval, time-sampling). (Specific Objectives 36, 37, and 63).
16. Given several sets of data, the student will appropriately graph the data and explain why he/she chose that type of graphic display. (Specific Objectives 64 and 65)

STRUCTURED INTERACTION ACTIVITY

1. Conduct a preference assessment and reinforcer assessment with one of their students with SPD and write a summary of the results. (Specific Objectives 6 and 7).
2. Develop with a parent a reinforcement menu for one of their students with SPD and describe its value. (Specific Objective 8)
3. Develop and share with the class a skill acquisition plan for one of their students with SPD based on their needs, using one or more of the instructional strategies discussed in class. Include the appropriate data collection sheets as well as the acquisition goals. (Specific Objectives 9-27)
4. Read and critique several articles discussing the utility of functional assessment questionnaires. (Specific Objective 33)
5. Conduct a structured interview and questionnaire with one parent and at least one professional. (Specific Objectives 30, 33, and 34)
6. Observe a student with inappropriate behavior and collect functional assessment data. Write a summary of the results, including a hypothesis for the function of the target behavior. (Specific Objectives 30-39)
7. Collect data and graph a targeted behavior using an instructor-approved method. (Specific Objectives 31 and 36)

FOLLOW-UP

1. Participants will submit skill acquisition plans, IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has behavioral deficits (social, academic, communicative, self-help, etc.) that need to be acquired through the use of evidence-based instructional strategies.
2. Participants will submit a functional assessment of behavior (FBA), a positive behavior intervention plan (PBIP), IEP goals and benchmarks, data collection sheets, and graphs for a student in the participant's class who has inappropriate behaviors that need to be modified through the use of positive behavior supports.

EVALUATION

Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) function of behavior; b) behavioral assessments and collection of data; c) development of FBA and PBIP; d) implementation of

PBIP and IEP goals and benchmarks; e) behavior management in the classroom; f) reinforcers and stressors in SPD; g) sensory issues in SPD; h) characteristics and learning styles of SPD; i) positive behavioral supports and proactive interventions; j) procedures for manifestation determination. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.

2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use in-service credit earned through participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

COMPONENT TITLE: Severe & Profound Disabilities Endorsement: Transition Planning and Interdisciplinary Teaming for Students with Severe and Profound Disabilities

IDENTIFIER NUMBER: 3-100-501

NUMBER OF INSERVICE POINTS: 60

GENERAL OBJECTIVE

This component is designed to enable the participant to understand and practice interdisciplinary teaming to include available resources; the role of parents, teachers, and other professionals; functional community-based curriculum; employability skills; and transition planning.

SPECIFIC OBJECTIVES:

Upon completion of this component, participants will be able to:

1. Demonstrate understanding of the need for interdisciplinary planning.
2. Define and describe the models of team approach evaluation, and demonstrate ability to implement a team assessment.
3. Demonstrate understanding of the basic concepts of interdisciplinary teaming including:
 - a. The concept and value of "teaming; "
 - b. The Integrated Therapy approach;
 - c. Interdisciplinary planning based on shared vision of student's future;
 - d. Roles and skills needed by team members (including parents) to implement functional community-based instruction for students with severe and profound disabilities;
 - e. Strategies for providing transition services;
 - f. Make-up of team(s) that would assess, plan, implement, and evaluate programs for a student with profound disabilities, including parents, students, teachers, therapist(s), other professional support and related personnel, and other persons important in the life of the individual student;
 - g. Matching of student needs with team composition and how it changes as student needs change;
 - h. Strategies for informal teaming activities that promote effective collaboration;
 - i. The importance of parents and family as part of a team;
 - j. How family cultural contexts affect the make-up of each student's team;
 - k. Differences and similarities in roles and responsibilities of professionals and paraprofessionals;
 - l. Steps that promote effective paraprofessional performance;
 - m. Strategies for cooperative teaching with other professionals and paraprofessionals.

Family

4. Describe importance of comprehensive family support.
5. Identify how the team can assist in meeting the needs of families.
6. Demonstrate understanding and respect for cultural context/differences when collaborating with families.
7. Recognize the life-span role of the family and describe strategies for building effective communicative and collaborative relationships with the family.

Networking and Resources

8. Describe the need *for* and how to access national, state, and local resources for students with profound disabilities and their families.
9. Describe the roles of community organizations and agencies.
10. Identify roles and responsibilities of team members as related to supported employment.
11. Describe the networking process.
12. Demonstrate knowledge of eligibility requirements for community service provider.
13. Identify electronic resources *for* professional development sharing and networking.

Interagency Planning

14. Demonstrate understanding of the need for interagency planning.
15. Describe functioning and scope of services provided by various community organizations and agencies (including constraints).
16. Demonstrate understanding of the use of post school outcome data for program change.
17. Identify appropriate available resources for family.
18. Facilitate interdisciplinary planning based *on* shared vision of student's future.
19. Describe the Individual Support Plan (ISP) and Individual Family Support Plan (IFSP) and process.
20. Describe the relationship between the ISP/IFSP and Individual Education Plan (IEP).
21. Plan (IEP).
22. Demonstrate ability to identify and implement strategies which lead to development of employability skills.
23. Demonstrate skills necessary for effective communication and collaboration with individuals within school and in community settings.

ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
 - a. Understanding the Need for an Interdisciplinary Planning Team for Students with SPD. (Specific Objectives 1, 2, and 3a-e)
 - b. Matching IPT to Student's Needs. (Specific Objectives 3f-m)
 - c. Family Involvement in the IPT. (Specific Objectives 4, 5, 6, and 7)
 - d. Identifying and Accessing Support Networks and Available Resources. (Specific Objectives 8, 9, 10, 11, 12, and 13)
 - e. Understanding the Need for Interagency Planning. (Specific Objectives 14 and 15)
 - f. Planning and Development of the Individual Support Plan (ISP) and the Individual Education Plan (IEP). (Specific Objectives 16, 17, 18, 19, 20, and 21)
 - g. Strategies for the Development of Employability Skills. (Specific Objective 22)
 - h. Functions of communication (Specific Objectives 23)
2. Develop a brief essay to discuss the value of Interdisciplinary Planning Teaming (IPT) (Specific Objective 3)
3. Describe the roles of the IPT. (Specific Objectives 2 and 3)
4. Describe the importance of comprehensive family support. (Specific Objectives 4 and 5)
5. Describe how cultural context can have an impact when working with families. (Specific Objectives 6 and 7)
6. Develop a plan for accessing support networks and resources that would assist you in providing services to students with severe and profound disabilities. (Specific Objectives 8, 9, 10, 11, 12 and 13)
7. Participate in a session involving the development of an Individual Support Plan (ISP). (Specific Objectives 16, 17, 18, 19, and 20)

8. Share your process and experiences in planning and developing an IEP for SPD students. (Specific Objectives 20 and 21)
9. Demonstrate the ability to identify and implement strategies which lead to the development of employability skills in a summary paper. (Specific Objective 22)
10. Compare and contrast different tools used to assess communication needs of students with SPD. (Specific Objective 23)

STRUCTURED INTERACTION ACTIVITY

2. Create a plan for developing an Interdisciplinary Planning Team. State the roles of each member and why that member is important. Present strategies to engage all the members in the process of developing the Individual Support Plan (ISP). Develop and present a week's lesson plan that demonstrates how assistive technology or augmentative communication system(s) will be taught to the student with SPD and used for instruction across all content areas/subjects. (Specific Objectives 3, 19, 20, and 21) 3 hours
3. Develop support materials you will need to involve family members in a planning team effort (Specific Objectives 3, 6, and 7) 2 hours
4. Research and critique 2 articles dealing with interagency planning for SPD students. (Specific Objectives 14 and 15) 2 hours
5. Research and critique 1 article dealing with successful use of IEPs with SPD students. (Specific Objectives 21 and 22) 1 hour

FOLLOW-UP

1. Participants will submit a plan to implement interdisciplinary planning teams for students with SPD in their school and share it with administration.
2. Participants will submit to their administrators a networking and resource checklist for students in their class.

EVALUATION:

Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete pretest and posttest on the following: a) Understanding the Need for an Interdisciplinary Planning Team for Students with SPD; b) Matching IPT to Student's Needs; c) Family Involvement in the IPT; d) Identifying and Accessing Support Networks and Available Resources; e) Understanding the Need for Interagency Planning; f) Planning and Development of the Individual Support Plan (ISP) and the Individual Education Plan (IEP); g) Strategies for the Development of Employability Skills; and h) functions of communication. Participants will pass the posttest with 80% accuracy and will also demonstrate increased competency on 80% of the competencies of the component.
2. Maintain a reflective journal and share with classmates the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s).
4. Participants will demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use in-service credit earned though participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and

3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

COMPONENT TITLE: Severe and Profound Disabilities Endorsement: Field-Based Experience with Students with Severe and Profound Disabilities

IDENTIFIER NUMBER: 2-100-540

NUMBER OF INSERVICE POINTS: 60

GENERAL OBJECTIVE

This component is designed to enable the participant to analyze and critique the implementation of strategies and key programmatic elements in a variety of settings for students with severe or profound disabilities.

SPECIFIC OBJECTIVES:

Given involvement in this activity, participants will be able to:

1. Demonstrate the ability to write appropriate educational and behavioral goals and objectives.
2. Demonstrate effective classroom organization and management.
3. Demonstrate effective instructional planning for both groups and individuals.
4. Demonstrate effective use of communication with students.
5. Demonstrate effective use of alternative/augmentative communication systems used in working with SPD students across activities, events, and environments.
6. Demonstrate the ability to work effectively with paraprofessionals.
7. Demonstrate the ability to work effectively with parents.
8. Demonstrate skill in curricular planning and implementation for academics, socialization, play, imagination, communication and independence.
9. Demonstrate the ability to use discrete trial data in the design and/or modification of services.
10. Demonstrate knowledge of appropriate instructional levels and environments for students.
11. Reflect knowledge of growth and development in curricular planning and expectations.
12. Demonstrate use of informal assessment procedures.
13. Demonstrate the ability to interpret assessment data.
14. Document students' progress toward goals and objectives through data collection.
15. Demonstrate understanding of legal issues through participation in the IEP process.
16. Demonstrate the ability to provide social, sensory and behavioral supports needed for successful inclusion in the general education setting for students on the Severe and Profound Disabilities spectrum.
17. Demonstrate the ability to develop a functional behavior assessment and an intervention plan for a student with Severe and Profound Disabilities.
18. Demonstrate the ability to assess and program services that support transition, vocational development and independence.

ACTIVITIES

1. Attend the instructor's lecture(s) and demonstration(s) on:
 - a. Curriculum and Instruction/Individualized services and supports (Specific Objectives 1, 2,3, 4, 5, 8, 9, 12, 13, 14 and 17)
 - b. Inclusion (Specific Objectives 10 and 16)
 - c. Supporting play and leisure (Specific Objectives
 - d. Family support partnerships (Specific Objective 7)
 - e. School and community partnerships (Specific Objectives 6 and 18)
 - f. Professional Literacy and Leadership (Specific Objectives 11 and 15)
2. Complete five observations in classrooms serving students with SPD, in the following settings: (Specific Objectives 1-18)

- a. Pre-kindergarten
 - b. Elementary school
 - c. Middle school
 - d. Senior high school
 - e. Inclusion setting (grade level to be approved by instructor)
3. Complete observation forms and reflections upon each visit for targeted population (Specific Objectives 1-18)

STRUCTURED INTERACTION ACTIVITY (10 hours total)

1. Submit the five classroom observations analyzing the key programmatic elements utilized in the instruction of SPD students for each of the targeted populations. (Specific Objectives 1-18).
2. Submit a completed, comprehensive portfolio demonstrating competencies obtained in the Severe and Profound Disabilities Add-on Endorsement program.

FOLLOW-UP

Participants will maintain a reflective log and will share with other participants on the last day of the training which tools and techniques acquired during the Professional Development were most beneficial.

EVALUATION

Participants who will use in-service credit earned in this component to add the Severe and Profound Disabilities endorsement to a certificate will be evaluated using the following assessment procedures:

1. Complete a reflection for each of the five required observations in classrooms serving students with SPD, to include the following elements: a) learning characteristics of students on the Severe and Profound Disabilities spectrum; b) environmental structure; c) effective behavior management strategies; d) different communication systems and technologies; e) different assessments; and f) curriculum development. Participants will submit these reflections with a summary of the professional growth experienced as a direct result of participating in the add-on endorsement program.
2. Share with classmates the skills they have enhanced/developed and the changes they have made in their classrooms as a result of the information acquired in this training component.
3. Complete any other assessment procedure required by the instructor(s) providing the program.
4. Demonstrate the acquisition of all required competencies of each approved program component of the add-on program.

Participants who will not use in-service credit earned though participation in this component to add the Severe and Profound Disabilities endorsement to a certificate will:

1. Demonstrate increased competency of 80% of the specific objectives of the component as determined by pretest and posttest or other valid measures.
2. Complete all individual and group activities at a level of quality established by the instructor; and
3. Complete all written assignments at a level that demonstrates the ability to integrate the material learned with experience and clearly relate that information to others.

Component evaluation will consist of instructor and participant assessment of how well component activities help participants to master competencies and objectives.

APPENDIX C

FORMS

**FLORIDA SEVERE OR PROFOUND DISABILITIES ENDORSEMENT
ADD-ON ENDORSEMENT APPLICATION FORM (Form A)**

NAME _____ SSN _____

SCHOOL _____ DISTRICT _____

I am planning to add Florida Severe or Profound Disabilities Endorsement to my current Florida teaching certificate. I understand that I will need to complete the four courses covering the topics prescribed by the State Board of Education Rule 6A.-4.01793. I also understand that I am responsible for verification of college credits, when appropriate. To receive credit for components, I understand that I must earn the full 60 points available for each component.

I have completed the following activities (give dates) which I believe should be considered within this program:

Please give a brief statement of your reason(s) for pursuing this endorsement.

Signature

Date

Position

**Please note:*

Applicants must return this completed form to the District Professional Development Director. District Professional Development Director must send a copy of this form to the PAEC Professional Development Center.

**VERIFICATION OF POINTS
 APPLICABLE TOWARD ADD-ON CERTIFICATION
 FLORIDA SEVERE OR PROFOUND DISABILITIES ENDORSEMENT (Form B)**

1. Name _____
2. School _____
3. Social Security No. _____ 4. Points on file: _____
- (1) _____ Nature and Needs, Assessment and Diagnosis
(60 points minimum)
- (2) _____ Applied Behavior Analysis and Positive Behavior Supports for Students
with Severe or Profound Disabilities
(60 points minimum)
- (3) _____ Assistive/Instructional Technology and Natural/Alternative/Augmentative
Communication Systems
(60 points minimum)
- (4) _____ Field-Based Experience with Students with Severe or Profound
Disabilities
(60 points minimum)

College courses may be substituted for any of the above components for which the course descriptions match the _____ County Master In-service Plan Components.

6. Verification of Requirements:

<u>Points Required</u>	<u>Points Verified</u>	<u>Deficiency</u>
Requirement #1 Min. 60		
Requirement #2 Min. 60		
Requirement #3 Min. 60		
Requirement #4 Min. 60		

Total Required 240 Hours

FOR _____ DISTRICT OFFICE of CERTIFICATION USE ONLY

Date

Program Coordinator for Professional Development, PAEC

Status of Application	Date	By Whom
Send to Florida Department of Education		
Returned for Additional Verification		

FLORIDA SEVERE OR PROFOUND DISABILITIES ENDORSEMENT
_____ COUNTY ENDORSEMENT
TRANSFER OF COLLEGE CREDIT (Form C)

1. Name _____
2. School _____ District _____
3. Social Security No. _____ 4.DOE No. _____

The attached college transcripts are submitted as part of the Florida Autism Endorsement Program. These courses meet the requirements of the following component(s) in the approved _____ County program for Florida Autism Endorsement.

Program area:

Component # and Title	College Course Title
1) _____	_____
2) _____	_____
3) _____	_____

FOR DISTRICT OFFICE of CERTIFICATION USE ONLY

No. Points Approved _____ No. Points Not Approved _____

COMMENTS:

Date

District Professional Development Director

**Please note:*

Professional Development Directors must submit a copy of this form to the PAEC Professional Development Center.

District School Board Approval

In-service Program

For Add-On Endorsement

In the Area of

FLORIDA SEVERE OR PROFOUND DISABILITIES

Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, Florida 32428
(850) 638-6131
Toll Free 1-877-873-7232

Recommended to the _____ District School Board on _____, 20____

Superintendent

Recommended to the _____ District School Board on _____, 20____

Chairman of the Board

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

Date of School Board Meeting: October 25, 2016



TITLE OF AGENDA ITEM: **ADDENDUM - MEMORANDUM OF UNDERSTANDING - ELDER CARE SERVICES FOSTER GRANDPARENT PROGRAM AND GADSDEN COUNTY SCHOOL BOARD**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

YES This is a CONTINUATION of a current project, grant, etc.


PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

REMINDER:

This is a multi year (2016-2017) agreement with the Gadsden County School Board and Elder Care Services Foster Grandparent Program for 3rd year to maintain fifty-six (56) Foster Grandparent volunteers to work with ESE students with disabilities at various school settings.

FUND SOURCE: **IDEA - Federal Funded**

AMOUNT: **\$58,000.00 FOR TEN MONTHS (\$5,880.00 PER MONTH)**

PREPARED BY: Sharon B. Thomas, Director 
POSITION: Exceptional Student Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 6

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTRROLLER has signed the budget page.

This form is to be uplicated on light blue paper.

summary.for
revised 0591

Proof read by: _____

2016 OCT 10 PM 3:09
GADSDEN SCHOOL BOARD
OFFICE ASSISTANT
STEPHANIE WOOD



Memorandum of Understanding

Elder Care Services, Inc., Foster Grandparent Program enters into this agreement with the Gadsden County School Board (hereafter referred to as the Station) for the purpose of providing its Volunteers with meaningful service opportunities with clients of the Station. All services expected must conform to the regulations governing the National Foster Grandparent Program as published in the Federal Register.

This agreement shall be in effect for the school year period beginning August 1st, 2016 and ending May 31st, 2017 unless otherwise requested.

Each party has designated the following persons to serve as liaison for their respective organizations and all formal communications shall be conducted with their knowledge.

Station Representative:	<u>Sharon Thomas</u>
Position Held:	<u>Program Director</u>
Program Representative:	<u>Tiffane Zanders</u>
Position Held:	<u>Volunteer Coordinator</u>

Section I

Elder Care Services, Inc., Foster Grandparent Program agrees to:

1. Designate a Program Coordinator to serve as liaison with the Station.
2. Recruit, interview and enroll volunteer(s) to maintain **FIFTY SIX (56) IN K-12 SCHOOLS, FOUR (4) IN PRE-K/HEADSTART** volunteer position(s) at the Station. The volunteer(s) will provide services as directed by the Station to clients assigned to them by Station staff.
3. Provide not less than 40 hours of orientation and training – of which 20 hours must be pre-service orientation – and an average of 4 hours monthly of in-service training. Provide orientation to volunteer station staff prior to placement of volunteers and at other times as needed
4. Work with the Station supervisor of the volunteer(s) regarding the volunteers' interactions with clients according to criteria and procedures to be jointly agreed upon by the Station and the Program (Assignment Plan). It is understood that the Station has the authority to direct, schedule, instruct, and coordinate the activities of all volunteers assigned to it.
5. Prior to placement, all Foster Grandparent volunteers will be screened in accordance with Federal and State guidelines, including: National Sexual Offender Public Registry (NSOPR) and Level II Criminal History Check in accordance with Florida Statute 435. Personal references and prior employment may



be checked if needed. Additional background checks or rechecks will be the sole responsibility of the station.

6. Furnish adequate accident and liability insurance coverage as required by the Senior Service Corps guidelines.
7. Arrange physical examinations for all volunteers, initially prior to assignment, and annually thereafter.
8. In cooperation with the Program Advisory Council arrange, for appeal procedures to resolve problems arising between volunteers, the Station and/or the Program.
9. Retain full responsibility for the management and fiscal control of the project.
10. Ensure a written Letter of Agreement is signed authorizing in-home service by the volunteer(s). Ensure a plan specifying activities to be performed by the volunteer is current.
11. Provide the Station with a Statement of Service on a monthly basis.
12. Monitor travel site expense to ensure that transportation costs are incurred through volunteer assignments and volunteer service. Provided there are sufficient funds available, project funds cover a limit of \$89 (200 miles @ 44.5 cents per mile) per volunteer per month.
13. Establish a probationary period of three (3) months or 90 calendar days within which newly assigned volunteers shall be evaluated as to their performance. Acceptance of an assigned volunteer beyond this period shall constitute an agreement of satisfactory performance unless otherwise communicated in writing prior to the end of this probationary period.
14. Donor certification: It is certified that the time devoted to the project will be performed during normal working hours. These services are not included as match for any other state or federal government directly or indirectly under any federal grant or contract except as provided for under FR 94.016

SECTION II

The Station agrees to:

1. Designate Station Representative (above) to act as liaison with the Program.
2. Designate a person to supervise the day-to-day activities of the volunteer(s) and evaluate their performance. Assist in documenting performance problems of the volunteer and work with Program staff on determining and implementing corrective disciplinary procedures.
3. Inform the Program of the Station's acceptance of a volunteer at the end of the three (3) months probationary period. Further, the station should notify the Program of problems with the performance



of any volunteer during the probationary period or at any time necessary for the satisfactory delivery of services to Station clients.

4. Direct and arrange schedules for the volunteer(s) that utilizes their skills and training.
5. Provide for adequate health and safety protection of volunteers. In consultation with the Program, make investigations and reports regarding accidents and injuries involving volunteers.
6. Assist the Program staff in responding to emergencies that may occur when volunteers are on duty.
7. Assist the Program in developing and implementing the necessary record keeping and communications systems required by both parties.
8. Collect and validate appropriate volunteer reports for submission to the Program, i.e., time sheets, travel vouchers, Assignment Plans, Outcome Forms, evaluations, etc.
9. Develop or utilize existing Assignment Plans with specific goals and objectives for services to each Station client.
10. Inform the Program in a timely fashion of problems that may develop between volunteers and Station staff or Station clients.
11. Allow the Program staff access to volunteer sites or client information as necessary in the conduct of the Program's monitoring responsibility, within the confidentiality restrictions imposed by the Station.
12. Facilitate each volunteer first visit when assigned to a new Station client.
13. Participate in training for teachers or other Station staff conducted or sponsored by the Program to improve the delivery of services to Station clients and to improve the communication and the relationship between the parties concerned.
14. Assist in recruitment, orientation instruction and other project related activities to enhance services to Station clients.
15. Have the right to request the Program to reassign the volunteer at any time.
16. Provide donation/in-kind contribution(s) in support of the Program:

Volunteer Support \$5,880/month (for 10 months) for K-12 Schools
Volunteer Support \$600/month (for 10 months) for Pre-K/HeadStart
Share of cost support must be from a non-federal source.



17. Ensure that Foster Grandparents serve in a volunteer capacity and verify that they will not displace paid or contracted employees.
18. Maintain programs and activities to which Foster Grandparents are assigned are accessible to persons with disabilities, limited English proficiency, and provide reasonable accommodations to allow participation. The Volunteer Station will maintain the programs and activities to which Foster Grandparents volunteers are assigned accessible to persons with disabilities (including mobility, hearing, vision, mental, and cognitive impairments or addictions and diseases) and/or limited English language proficiency and provide reasonable accommodation to allow persons with disabilities to participate in programs and activities
19. The volunteer station will not discriminate against Foster Grandparents on the basis of race, color, national origin, limited English proficiency, sex, sexual orientation, age, political affiliation, religion, or disability or on the basis of disability, if the volunteer is a qualified individual with a disability.
20. The station verifies that it is a public agency, secular or faith-based private non-profit organization, or proprietary health care organization that accepts the responsibility for assignment and supervision of Foster Grandparents. Each volunteer station must be licensed or otherwise certified, when required, by the appropriate state or local government.
21. Volunteers are prohibited from engaging in political activities while on duty or resulting in identification or involvement of the volunteer project with the political activity. Prohibited political activities include: electoral activities, voter registration, voter transportation to polls, and efforts to influence legislation and labor or anti-labor organizations or related activities.
22. Volunteers may not give religious instruction, conduct worship services, or engage in any form of religious practice while on duty.
23. Elder Care Services and its employees, nor any volunteer station, may request or receive compensation from the beneficiaries of Senior Corps volunteers. No volunteer can receive a fee for service from the service recipients, their legal guardians, members of their families, or friends.

SECTION III

The Program and Station mutually agrees:

1. Termination at will.

This Agreement may be terminated by either party upon no less than thirty (30) days written notice with or without cause.

2. It is understood that the volunteer assignments are not contingent upon a voluntary donation from the station or upon a prescribed amount of donation.



3. Re-negotiation or modification.

Modifications of provisions of this Agreement shall only be valid when they have been reduced to writing and duly signed. The parties agree to re-negotiate this Agreement if Federal and/or State revision of any applicable laws or regulations make changes in this agreement necessary.

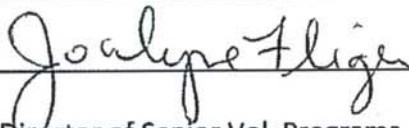
If the number of volunteers stated in this contract remains inaccurate for four or more months, an addendum should be signed to adjust the amount of volunteers to a more consistent and mutually agreeable number.

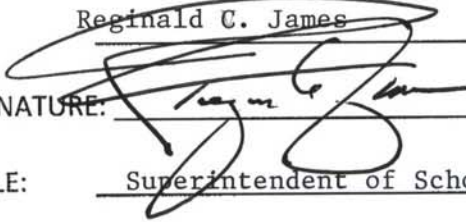
4. Special Provisions: NONE

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed by their undersigned officials as duly authorized.

Elder Care Services, Inc.
Senior Volunteer Programs

Station

BY: Jocelyne Fliger
 SIGNATURE: 
 TITLE: Director of Senior Vol. Programs
 ADDRESS: 2518 W. Tennessee St.
Tallahassee, FL 32304
 DATE: 7-14-16

BY: Reginald C. James
 SIGNATURE: 
 TITLE: Superintendent of Schools
 ADDRESS: 35 Martin Luther King Blvd.
Quincy, FL 32351
 DATE: 7-26-16



Memorandum of Understanding Addendum

Elder Care Services, Inc., Foster Grandparent Program enters into this agreement with the Foster Grandparent Station (hereafter referred to as the Station) for the purpose of providing its Volunteers with meaningful service opportunities with clients of the Station. All services expected must conform to the regulations governing the National Foster Grandparent Program/Senior Companion Program as published in the Federal Register.

ADDENDUM to the MEMORANDUM OF UNDERSTANDING between Elder Care Services, Inc., Senior Companion Program and the Station:

- I. Elder Care Services, Senior Volunteer Program, and the Station, entered into a three year Memorandum of Understanding ("MOU") for the purpose of volunteer recruitment, training, and placement.
- II. The parties now mutually desire and agree to amend the referenced MOU as follows:

Under Section I, number 5, the wording should be amended to such:

Prior to placement, all Foster Grandparent (FGP) Volunteers will be pre-screened in accordance with federal and state guidelines, including: National Sexual Offender Public Website (NSOPW) and Level II Criminal History Checks in accordance with the Corporation for National Service Guidelines. If sites are required to conduct background checks or rechecks specific to Florida Statutes that govern their station it is the sole responsibility of the station to conduct these checks. Personal references and prior employment may be checked if needed.

- III. IN WITNESS WHEREOF, the parties have executed this addendum on the following date:

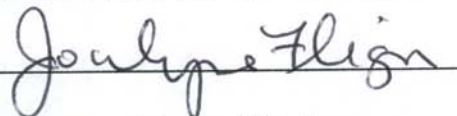
September 20th, 2016

Elder Care Services, Inc.
Senior Volunteer Programs

Station

BY: Jocelyne Fliger

BY: _____

SIGNATURE: 

SIGNATURE: _____

TITLE: Director of Senior Vol. Programs

TITLE: _____

ADDRESS: 2518 W. Tennessee St.
Tallahassee, FL 32304

ADDRESS: _____

DATE: 9-20-16

DATE: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e



Date of School Board Meeting: **October 25, 2016**

TITLE OF AGENDA ITEM: **VISION SERVICES FOR EXCEPTIONAL STUDENTS**

DIVISION: **EXCEPTIONAL STUDENT EDUCATION**

Yes This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

This contract is to provide vision services, and orientation and mobility training for the visually impaired students in Gadsden County Schools.

FUND SOURCE: **FEFP Dollars**

AMOUNT: **\$14,500.00(est.)**

PREPARED BY: **Sharon B. Thomas** *SBT*
POSITION: **Director, Exceptional Student Education**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.
SUPERINTENDENT'S SIGNATURE: page(s) numbered 8

CHAIRMAN'S SIGNATURE: page(s) numbered 8

Be sure that the COMPTROLLER has signed the budget page.
This form is to be duplicated on light blue paper.

summary.for
revised 0591

Proof read by: _____

2016 OCT 19 PM 3:09
GADSDEN SCHOOL BOARD
OFFICE OF ASSISTANT
SUPERINTENDENT

This AGREEMENT is made as of **October 1, 2016** by and between the School Board of Gadsden County, Florida ("GCSB"), and **Palazesim, LLC**, ("Individual"), (hereinafter "Contractor.").

WITNESSED:

WHEREAS, GCSB operates schools and educational institutions and is in need of qualified, experienced

Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist, to provide **direct instruction and consultation** services for GCSB, **for qualified students identified as visually impaired under the Individuals with Disabilities Education Act (IDEA)**; and

WHEREAS, Contractor employs qualified and/or duly licensed **Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist** with experience in providing **Instruction in the area of visual impairments and orientation and mobility for qualified students**; and

WHEREAS, GCSB desires to engage Contractor to provide such services for GCSB and Contractor is willing to provide such services for GCSB.

NOW, THEREFORE, in consideration of the premises and the mutual covenants herein set forth, the parties agree as follows:

1. ENGAGEMENT; RESPONSIBILITIES OF CONTRACTOR

A. **SERVICES:** GCSB hereby engages Contractor to provide **Instruction in the area of visual impairments and orientation and mobility for qualified students** for GCSB as requested by GCSB, and Contractor hereby accepts such engagement and agrees to provide said services in accordance with the terms of this Agreement and Exhibits A and B, which exhibits are hereby incorporated in and made a part of this Agreement. Contractor shall provide said services individually or through employees and/or independent contractors of Contractor ("Contractor Staff") who are qualified and appropriately licensed and/or certified to perform all functions assigned to them by Contractor in connection with the provision of services by Contractor hereunder.

B. **DOCUMENTATION:** Contractor shall submit to GCSB, on a monthly basis, appropriate documentation of services provided hereunder. Such documentation shall be in the form and shall contain the information requested by GCSB.

2. REPRESENTATIONS AND WARRANTIES.

Contractor represents and warrants to GCSB, upon execution and throughout the term of this Agreement, as follows:

A. Contractor is not bound by any agreement or arrangement which would preclude it from entering into, or from fully performing the services required under, this Agreement;

B. To the best of Contractor's knowledge, none of the Contractor's staff associated with this Agreement has ever had his or her professional license or certification denied, suspended, revoked, terminated, voluntarily relinquished under threat of disciplinary action, or restricted in any way, either in the State of Florida or in any other jurisdiction.

C. Contractor and Contractor Staff shall perform the services required hereunder in accordance with:

1. all applicable federal, state, and local laws, rules, and regulations;
2. all applicable policies of: GCSB;
3. all applicable Bylaws, Rules, and Regulations of GCSB;

D. Contractor has, and shall maintain throughout the term of this Agreement, all appropriate federal and state licenses and certifications which are required in order for Contractor to perform the services required of Contractor under this Agreement; and

E. Each member of the Contractor Staff working under this Agreement has, and shall maintain throughout the term of this Agreement, all appropriate federal and state licenses and certifications which are required in order for said staff to perform the functions, assigned to him or her by Contractor in connection with Contractor Staff's provision of services under this Agreement; and

F. All Contractor Staff working under this Agreement shall comply with all applicable terms of this Agreement.

3. INDEPENDENT CONTRACTOR

A. In performing the services herein specified, Contractor is acting as an independent contractor, and neither Contractor nor any staff shall be or be considered employees of GCSB. Neither Contractor nor any Contractor staff shall be under the control of GCSB as to the manner by which results are accomplished, but only as to the results of Contractor's work. It is agreed and acknowledged by the parties that, as an independent contractor, Contractor Staff retain the right to contract with and provide **Instruction in the area of visual impairments and orientation and mobility for qualified students** and services to entities and individuals other than GCSB and its students, and nothing in this Agreement shall be interpreted as limiting or restricting in any way Contractor's right to do so.

B. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto, and nothing herein contained shall be construed to authorize either party to act as agent for the other.

C. Contractor shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes and benefits with respect to all Contractor Staff. Contractor hereby expressly agrees to provide GCSB with proof of payment of such taxes in the event such is requested by GCSB by federal or State tax authorities. Any such proof will be provided directly to GCSB's counsel for delivery to tax authorities in order to preserve the confidentiality of such records.

D. Neither Contractor nor any Contractor Staff shall be subject to any GCSB policies solely applicable to GCSB's employees, except policy directly related to vendors and contractors.

4. TERM

The Initial Term of this Agreement shall be for a period of **9 months, commencing October 3, 2016** and ending **June 30, 2017** unless sooner terminated as provided herein. At the end of the Initial Term and each Renewal Term (as hereinafter defined), if any, this Agreement may be renewed for an additional term, ("Renewal Term"), but only upon mutual written agreement of the parties.

5. COMPENSATION

For the services rendered pursuant to this Agreement, Contractor shall be paid by GCSB, as and for its sole compensation hereunder, the amounts listed in Exhibit B attached hereto, which Exhibit is hereby incorporated by reference into, and made a part of, this Agreement. The Contractor and Contractor staff shall be responsible for payment of Contractor and Contractor staff expenses relating to the performance of duties hereunder, including expenses for travel and similar items. Notwithstanding the foregoing, no compensation shall be payable to Contractor for any services for which Contractor has not submitted the documentation required under Paragraph I(B) of this Agreement.

6. BILLING

Contractor shall bill GCSB for services provided hereunder on the finance billing schedule following the services are rendered. Each invoice shall be in the form, and contain the information, requested by GCSB, and GCSB shall pay each invoice within **thirty (30) days** after receipt thereof by GCSB. GCSB shall not be required to pay for any services for which Contractor does not provide a proper invoice.

7. CONFIDENTIALITY

Contractor recognizes and acknowledges that, by virtue of entering into this Agreement and providing services hereunder, Contractor and Contractor Staff may have access to certain confidential information, including confidential student information and personal health information ("PHI"). Contractor agrees that neither it nor any Contractor Staff will at any time, either during or subsequent to the term of this Agreement, disclose to any third party, except where permitted or required by law or where such disclosure is expressly approved by GCSB in writing, any confidential student information, PHI or other confidential information, and Contractor and all Contractor Staff shall comply with all Federal and State laws and regulations, and all GCSB rules, regulations, and policies regarding the confidentiality of such information. Without limiting the generality of the foregoing,

Contractor shall comply with the Health Insurance Portability and Accountability Act. Contractor may not use or further disclose Personal Health Information ("PHI") other than as permitted or required by law or this Agreement. In addition, Contractor shall:

A. Report to GCSB any impermissible use or disclosure of PHI.

B. Ensure that any agents, including subcontractors to whom it provides PHI created or received from GCSB agrees to the same restrictions or conditions that apply to Contractor.

C. Make PHI available in accordance with HIPAA Privacy Rules.

D. Make PHI available for amendment and incorporate amendments into PHI in accordance with HIPAA rules.

E. Make available the information required to make an accounting of disclosures under the applicable HIPA law and regulations.

F. Make its internal practices, and any information related to the use and disclosure of PHI received from, or created or received by Contractor, available to applicable governmental entities.

G. Upon termination of the contract, if feasible, return or destroy any and all PHI received from or created or received by the Contractor in performance of this Agreement.

RECIPROCITY OF FLORIDA SCHOOL I.D. BADGES: If contractor has a Level II clearance registered with another Florida school district, they may be able to obtain a Gadsden County School Board vendor I.D. badge.

9. AUDITS, RECORDS, AND RECORDS RETENTION:

The GCSB or its representative reserves the right to inspect and/or audit all the Contractor's documents and records as they pertain to the products and services delivered under this Agreement. Such rights will be exercised with notice to the Contractor to determine compliance with and performance of the terms, conditions and specifications on all matters, rights and duties, and obligations established by this Agreement. Documents/records in any form shall be open to the GCSB representative and may include but are not limited to all correspondence, ordering, payment, inspection and receiving records, and contracts or sub-contracts that directly or indirectly pertain to the transactions between the GCSB and the Contractor in order:

A. To establish and maintain books, records, and documents (including electronic storage media) in accordance with generally accepted accounting procedures and practices, which sufficiently and properly reflect all revenues and expenditures of funds provided by the GCSB under this Agreement.

B. To retain all Contractor records, financial records, supporting documents, statistical records, and any other documents (including electronic storage media) pertinent to this Agreement for a period of five (5) years after termination of the Agreement, or if an audit has been initiated and audit findings have not been resolved at the end of five (5) years, the records shall be retained until resolution of the audit findings or any litigation which may be based on the terms of this Agreement.

C. That completion or termination of the Agreement and at the request of GCSB, the Contractor will cooperate with GCSB to facilitate the duplication and transfer of any said records or documents during the required retention period as specified in paragraph A above.

D. To assure that these records shall be subject at all reasonable times to inspection, review, or audit by Federal, state, or other personnel duly authorized by the GCSB.

E. That persons duly authorized by the GCSB and Federal auditors, pursuant to 45 CFR, Part 92.36 (I) (10), shall have full access to and the right to examine any of Contractor's related records and documents, regardless of the form in which kept, at all reasonable times for as long as records are retained.

F. To include these aforementioned audit and record keeping requirements in all approved subcontracts and assignments.

10. INDEMNIFICATION

Contractor shall indemnify and hold harmless GCSB from and against any and all claims, liabilities, damages, and expenses including, without limitation, reasonable attorneys' fees, incurred by GCSB in defending actions brought against it arising out of or related to the acts or omissions of Contractor, its agents, officers, or employees in the provision of services or performance of duties by Contractor pursuant to this Agreement.

11. INSURANCE

Contractor shall secure and maintain at all times during the term of this Agreement, at Contractor's sole expense, comprehensive general liability insurance in an amount not less than \$1,000,000 with limits for bodily injury and property damage combined in the amount of \$100,000 per person, \$200,000 per occurrence, with a reputable and financially viable insurance carrier. **GCSB shall be named as an additional insured on Contractor's general liability policy.** Such insurance shall not be cancelable except upon thirty (30) days written notice to GCSB. Contractor shall provide GCSB with a certificate evidencing such insurance coverage and agrees to notify GCSB immediately of any material change in any insurance policy required to be maintained by Contractor hereunder.

12. TERMINATION

A. TERMINATION WITHOUT CAUSE. Either party may terminate this Agreement without cause by giving the other party at least thirty (30) days prior written notice.

B. TERMINATION FOR BREACH. Either party may terminate this Agreement upon breach by the other party of any material provision of this Agreement, provided such breach continues for fifteen (15) days after receipt by the breaching party of written notice of such breach from the non-breaching party.

C. IMMEDIATE TERMINATION BY GCSB. GCSB may terminate this Agreement immediately by written notice to Contractor (such termination to be effective upon Contractor's receipt of such notice) upon the occurrence of any of the following events:

1. the denial, suspension, revocation, termination, restricting, relinquishment, or lapse of any license or certification required to be held by Contractor or Contractor Staff in the State of Florida, or
2. conduct by Contractor or any member of Contractor Staff which affects the quality of services provided to GCSB or the performance of duties required hereunder and which would, in GCSB's sole judgment, be prejudicial to the best interests and welfare of GCSB or its students;
3. breach by Contractor or any member of Contractor Staff of the confidentiality
4. failure by Contractor to maintain the insurance;
5. failure to comply associated background screening procedures

D. EFFECT OF TERMINATION. As of the effective date of termination of this Agreement, neither party shall have any further rights or obligations hereunder except for rights and obligations accruing prior to such effective date of termination, or arising as a result of any breach of this Agreement

13. ARBITRATION

The parties may mutually agree to resolve any dispute or controversy arising under, out of or in conjunction with, or in relation to, this Agreement, or any amendment hereof, of the breach hereof, through arbitration in Gadsden County, Florida, in accordance with the rules of the American Arbitration Association and applying the laws of the State of Florida. Any award rendered by the arbitrator shall be final and binding upon each of the parties, and judgment thereon may be entered in any court having jurisdiction thereof. The arbitration costs shall be borne equally by both parties, however, each party shall bear its own expenses. During the pendency of any such arbitration and until final judgment thereon has been entered, this Agreement shall remain in full force and effect unless otherwise terminated as provided hereunder.

14. ENTIRE AGREEMENT; MODIFICATION

This Agreement contains the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement.

15. GOVERNING LAW

This Agreement shall be construed in accordance with the laws of the State of Florida and venue shall be in Gadsden County, Florida.

16. COUNTERPARTS

This Agreement may be executed in one or more counterparts, all of which together shall constitute only one Agreement.

17. NOTICES

All notices hereunder by either party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by Federal Express or Express Mail, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to GCSB: The School Board of Gadsden County, Florida, Perry, Florida 32347

Contractors Full Name: Palazesim,LLC

Name of additional individual

Margot A. Palazesi-Dietrich

Address **936 Hill Roost Road**

City/State/Zip: **Tallahassee, Florida 32312**

or to such other persons or places as either party may from time to time designate by written notice to the other.

18. WAIVER

A waiver by either party of a breach or failure to perform hereunder shall not constitute a waiver of any subsequent breach or failure. A waiver of the insurance requirements (Insurance) does not relieve the Contractor of the provisions listed Indemnification.

19. CAPTIONS

The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

20. ASSIGNMENT; BINDING EFFECT

Contractor shall not assign or transfer, in whole or in part, this Agreement without the prior written consent of GCSB, which consent shall not be unreasonably withheld. Any assignment or transfer by Contractor without such consent shall be null and void. This Agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, representatives, successors and permitted assigns.

21. FORCE MAJEURE

Either party shall be in default by reason of failure in performance, if such failures arise out of causes reasonably beyond its control, including but not limited to strikes, lockouts, war, epidemics, fire, embargoes, acts of God, default of common carriers, or inaction of governmental authorities.

22. SEVERABILITY

In the event any part of this Agreement is held to be unenforceable, such holding shall not invalidate or render unenforceable any other provision hereof or the Agreement as a whole. IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

ATTEST: The School Board of Gadsden County, Florida

PRINCIPAL/DEPARTMENT HEAD SIGNATURE:

Sharon B. Thomas

BY CONTRACTOR:

Gayle A. Palagonia-Subutik

The School Board of Gadsden County, Florida

School Board Chairman

Date

Superintendent or Designee

Date

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a



Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: James A. Shanks Middle School

DIVISION: Pre-K – 12 Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. James A. Shanks Middle School is requesting approval for an out-of-state field trip to Thomasville, Georgia. Please see attached documentation.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Deputy Superintendent

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 SEP 29 PM 4:13
SCHOOL BOARD AGENDA

SEP 29 16 RCVD
SEP 29 16 RCVD

FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP

FIELD TRIP REQUEST

SCHOOL: James A. Shanks Middle School	CONTACT FOR FIELD TRIP: Stan Norton
---	---

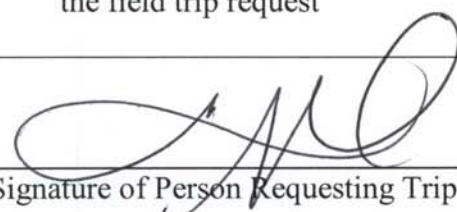
DATE OF TRIP: APRIL 27, 2017	WHO IS ATTENDING: (grade/organization) 6 th , 7 th , & 8 th graders Band
--	--

LOCATION: THOMASVILLE, GEORGIA	TRAVELING BY: <input checked="" type="checkbox"/> School bus <input type="checkbox"/> Charter bus
--	---

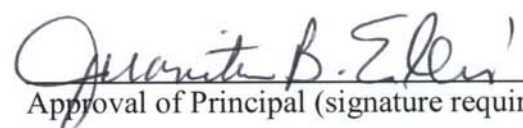
THOMASVILLE ROSE PARADE

PURPOSE: To serve as a motivation for improving grades and conduct.
MU.A.2.3.2- To perform as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles.

SCHOOL BUS – Required items for approval: <ol style="list-style-type: none"> 1. Principal’s signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Documentation showing correlation of the Florida Standards or benchmarks to the field trip request 	CHARTER BUS – Required items for approval: <ol style="list-style-type: none"> 1. Principal’s signature 2. Complete list of participants and chaperones 3. Complete final itinerary 4. Copy of charter bus contract with signatures 5. Proof of Insurance showing either district or school as insured
--	---




 Signature of Person Requesting Trip



 Approval of Principal (signature required)

APPROVED DENIED

 _____
 Superintendent/Designee

_____ 9/30/16 _____
 Date

Please forward completed form via district mail or fax to:
Mrs. Cheryl Ellison
Administrative Assistant for Curriculum & Instruction
Fax: (850) 627-3530 Email: ellisonc@gcpsmail.com



April 27, 2017



TIGER BAND PERFORMANCE Thomasville Rose Parade

"Rose Bud Parade"

THURSDAY: April 27, 2017

Location: Thomasville, Georgia

Report to band room.....2:45pm

Load buses.....3:15pm

Parade Line-up.....6:00pm

Show Time.....7:00pm

Parade route: Washington and Broad Street to south on Broad Street turning left onto Smith Avenue to Crawford Street.

Band attire: Band uniform pants and a white polo

Auxiliary uniform: Band tour t-shirt, jazz pants and jazz shoes



Dinner.....Steak and Shake in Tallahassee

Estimated Spending Money \$10

Estimated Return time.....10:45pm

Note: The director will send out a text in addition to students contacting parents if we are running early or behind schedule to give you an accurate pick-up time.

Items needed: STUDENTS SHOULD REMEMBER TO BRING MOUTHPIECES and REEDS IF NEEDED

Chaperones: Parents who would like to chaperone please contact Mrs. McGee at 850-591-7873



"Relay for Life"

FRIDAY: April 28, 2017

Location: Martin Luther King Boulevard Track area

Students will go home and should report to the staging area of the event5:30pm

Show Time.....7:00pm

Band attire: Black school pants and orange school t-shirt

Auxiliary uniform: jersey, black shorts, thick black leggings and jazz shoes

Note: Parents should attend this event with students to partake in the festivities and to provide immediate transportation home.

2016-2017
 SHANKS BAND
 MARCHING BAND STUDENTS

FLUTE

1.	KAI	
2.		
3.		
4.		
1.	TAI	
2.	SH	
3.	SH	
4.	JAI	
5.	SH	
6.		
7.		
8.		
9.	SH	
10.	NAI	
11.		
5.	TR	
6.	KIR	
7.	MIC	
8.	ELY	
1.	JAI	
2.	NYI	
3.	AZ	
4.	IRA	
5.	JAI	
6.	JAI	
7.	SH	
8.	AM	
9.	JA	
10.	CH	
11.		
12.		

13.	
9. BARITONES	
1.	
2.	
3.	
4.	
1. DEVA	
2. CHRY	
3. NICOL	
4. ANTH	
5.	
6.	
7.	
10. CI	
11. X	
12.	
13.	
1. DI	
2. ET	
3. CL	
4. AT	
5. ZA	
6. DA	
7. CA	
PI	
1. D/	
2. K/	
3. J/	
4. J/	
5. C	
6. J/	
7. SI	
8. AI	
9. SI	
10. BI	
11. B'	

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3. Sha	
4. Ash	
5. Ant	
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10.	
DAI	
1. Tyki	
2. NAD	
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2016-2017	
SHANKS BAND	
MARCHING BAND CHAPERONES	
1. Stan Norton	
2. Sanura Frazier	
3. Ashley Quintanilla	
4. Kathleen Lanier	
5. Christina Robinson	
6. ANTHONY LUCKY	
7. DAVID CHAMBERS	
8. SHANICA WILLIAMS	
9. MR.MCGHEE	
10. JENIFER MCGHEE	

SHANKS MARCHING TIGERS 2016-2017

BUS ITINERARY

PARADE BUS ITINERARY SCHEDULE	
**OCTOBER 7th	● EG HOMECOMING PARADE.....QUINCY, Florida <i>Bus report time 5:30am- Depart time 6:00am-Estimated return time 7:45pm</i>
**OCTOBER 22nd	● FAMU PARADE.....TALLAHASSEE, Florida <i>Bus report time 5:30am- Depart time 6:00am-Estimated return time 7:45pm</i>
*NOVEMBER 4th	● WG HOMCOMING PARADE.....GREENSBORO Florida <i>Bus report time 4:30am- Depart time 5:00am -Estimated return time 9:45pm</i>
**DECEMBER 3RD	● TALLAHASSEE WINTER FESTIVAL PARADE.....TALLAHASSEE, Florida <i>Bus report time 3:30pm- Depart time 4:00pm -Estimated return time 8:45pm</i>
**DECEMBER	● QUINCY WINTER FESTIVAL PARADE.....QUINCY Florida <i>Bus report time 4:00pm- Depart time 4:30pm -Estimated return time 8:45pm</i>
*FEBRUARY 25TH	● BLACK HISTORY PARADE.....QUINCY, Florida <i>Bus report time 4:00pm- Depart time 4:30pm -Estimated return time 8:45pm</i>
**APRIL 1st	● SPRINGTIME TALLAHASSEE PARADE.....TALLAHASSEE, Florida <i>Bus report time 4:00pm- Depart time 4:30pm -Estimated return time 8:45pm</i>
*APRIL 27TH	● ROSE BUD PARADE.....THOMASVILLE, GEORGIA <i>Bus report time 4:00pm- Depart time 4:30pm -Estimated return time 8:45pm</i>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b



Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: East Gadsden High School

DIVISION: Pre-K – 12 Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

According to School Board Policy 2340 (Field and Other District-Sponsored Trips), all out-of-state field trips must be approved by the School Board. East Gadsden High School is requesting approval for an out-of-state field trip to Thomasville, Georgia. Please see attached documentation.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT -5 PM 12:44
OFFICE OF THE SUPERINTENDENT
SCHOOL BOARD

515 RCM

FORM MUST BE RECEIVED IN DISTRICT OFFICE 2 WEEKS PRIOR TO TRIP

FIELD TRIP REQUEST

SCHOOL: EAST GADSDEN HIGH	CONTACT FOR FIELD TRIP: 7284207 COACH FROST WALKER
------------------------------	---

DATE OF TRIP: 12-26-28-16	WHO IS ATTENDING: (grade/organization) GIRLS BASKETBALL 9 TH 12 TH
------------------------------	---

LOCATION: Thomasville Ga	TRAVELING BY: <input checked="" type="checkbox"/> School bus <input type="checkbox"/> Charter bus
-----------------------------	--



PURPOSE: GIRLS BASKETBALL GAME

- SCHOOL BUS – Required items for approval:**
1. Principal's signature
 2. Complete list of participants and chaperones
 3. Complete final itinerary
 4. Documentation showing correlation of the Florida Standards or benchmarks to the field trip request

- CHARTER BUS – Required items for approval:**
1. Principal's signature
 2. Complete list of participants and chaperones
 3. Complete final itinerary
 4. Copy of charter bus contract with signatures
 5. Proof of Insurance showing either district or school as insured


Signature of Person Requesting Trip


Approval of Principal (signature required)

<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED
 Superintendent/Designee	 Date

Please forward completed form via district mail or fax to:
Mrs. Cheryl Ellison
Administrative Assistant for Curriculum & Instruction
Fax: (850) 627-3530 Email: ellisonc@gcpsmail.com

EAST GADSDEN HIGH SCHOOL ACTIVITY REQUEST

1. Requested By: COACH FROST-WALKER
2. Date of this Request: 10-3-16
3. Date of requested activity: : _____
4. Describe requested activity: GIRLS BASKETBALL
GAME
5. Purpose of activity (How does this relate to your classroom assignment):
Basketball Game
6. Number of student involved: 15
7. Time of Departure: N/A Time of Return: Same day N/A
8. Bus Requested: YES NO (Circle one) Number Needed: 1
9. Eating Arrangements: McDonalds
(If sack lunches are need, it will be the responsibility of the person requesting the activity to contact the lunchroom manager (at least 5 days prior to activity) and make ALL arrangements.)
10. Will substitute(s) be needed: YES NO (Circle one) How many? (If yes, please fill out a leave form (Leave in the line of duty) atleast two weeks prior to the activity)
11. Name of Chaperones: COACH FROST-WALKER, COACH
WHITE, COACH MOORE
12. Chaperones approved by the Principal: YES NO (Circle one)
13. If this is an after school hours activity, name administrative person to supervise: N/A (To be assigned and notified by the Principal)
14. Is a security officer needed: YES NO (Circle one)
15. Approximate cost of the trip: N/A
16. Budget balance at the end of the month: N/A
17. How will this activity be financed: ATHLETICS

Approved: Yes NO _____ Principal Signature: Sonye J Jackson

You will assume responsibility for all unauthorized expenditures. Authorization must be in writing prior to all purchases.

GEORGIA HIGH SCHOOL ASSOCIATION

CONTRACT FOR GAMES - SPORT: Basketball

All sports games played by member schools of the Georgia High School Association must be played under the rules as specified by the National Federation Rules Committee of the National Federation of State High School Associations with such amendments adopted by the GHSA.

Contracts are required for all football, basketball, fast pitch softball, baseball and wrestling games/contests and recommended for all other contests.

Both schools should have a signed copy of contract on file. Do not send a copy to GHSA unless GHSA is assigning officials.

The Thomasville HIGH SCHOOL of Thomasville
(Name of High School) (City)

AND

The East Gadsden HIGH SCHOOL of Havana, FL
(Both of above schools being members in good standing of the Georgia High School Association)

HEREBY ENTER INTO A CONTRACT FOR

3 GAMES OF (OR CONTESTS IN) Holiday Hoopfest TO BE PLAYED AS FOLLOWS
(Space is provided for scheduling four games over a two year period if necessary)

One Contest to be held at Thomasville, GA at TBD on 12/26 2016
(City) (State) (Time) (Date)

One Contest to be held at Thomasville, GA at TBD on 12/27 2016

One Contest to be held at Thomasville, GA at TBD on 12/28 2016

One Contest to be held at _____ at _____ on _____ 20____

- (1) Participants in this game must be eligible under the rules and regulations of the latest edition of the Constitution and By-Laws of the Georgia High School Association.
- (2) The suspension or termination of its membership in the GHSA by either of the parties to this contract shall render this contract null and void.

(3) Financial terms There is no entry fee. If you break the contract you will owe Thomasville High School Athletics at \$1000.

(4) Broadcasts: (Must be in compliance with GHSA By-Law #2-80) none

(5) Postponed Games: (Must be in compliance with GHSA By-Law #2-93) N/A

(6) Halftimes: (Special considerations or conditions - both schools must agree) none

(7) Officials: Assigned by the GHSA Office

Agreed to and signed this 14 day of September 2016

THE Thomasville HIGH SCHOOL
 By [Signature]
Superintendent of Schools
 By [Signature]
Assistant Director of Schools

THE E. Gadsden HIGH SCHOOL
 By [Signature]
Superintendent of Schools
 By [Signature]
Assistant Director of Schools



*East Gadsden Lady Jaguars
2016-2017
Basketball Schedule*

DATE	TIME	OPPONENT	LOCATION
Nov. 8-9, 2016	TBA	Rickards Classic	Away
Nov. 21, 2016	5:30 & 7:00	Leon	Away
Nov. 29, 2016	6:00	Taylor	Home
Dec. 1, 2016	6:00 & 7:30	Marianna	Home
Dec. 5, 2016	6:00	Rutherford	Away
Dec. 8, 2016	6:00	West Gadsden	Home
Dec. 9, 2016	4:00	Rickards	Home
Dec. 12, 2016	6:00 & 7:30	Godby	Home
Dec. 13, 2016	6:00 & 7:30	FL. High	Home
Dec. 16, 2016	5:00	Taylor	Away
Dec. 19, 2016	6:00	Rutherford	Home
Dec. 20, 2016	6:00 & 7:30	Ft. Walton	Home
Dec. 26-28, 2016	TBA	Ga. Tournament	Away
Jan. 3, 2016	6:00 & 7:30	Ft. Walton	Away
Jan. 5, 2017	6:00 & 7:30	Port St. Joe	Home
Jan. 9, 2017	6:00 & 7:30	Chiles	Home
Jan. 12, 2017	5:30 & 7:00	Florida High	Away
Jan. 14, 2017	TBA	P.K. Yonge Classic	Gainesville
Jan 17, 2017	6:00 & 7:30	Marianna	Away
Jan. 18, 2017	6:00 & 7:30	F.A.M.U	Home
Jan. 19, 2017	6:00	West Gadsden	Away
Jan. 20, 2017	4:00p.m.	Rickards	Away
Jan. 23, 2017	6:00 & 7:30	Godby	Away
Jan. 24, 2017	6:00 & 7:30	Leon	Home
Jan. 27-28, 2017	TBA	Jacksonville	Away
Jan. 31, 2017	7:30	District Tournament	Away
Feb. 2, 2017	7:00	District Championship	Away
Feb. 9, 2017	7:00	Quarter – Finals Begin	Away
Feb. 21, 2017	TBA	State Tournament	Lakeland

Diane Walker (Head Coach)

Don White (Asst. Coach)

Claudette Farmer (Asst. Coach)

Dwayne Moore (J.V. Coach)

East Gadsden Lady Jaguars Roster

1. Ak
2. Au
3. Be
4. Bit
5. De
6. Gr
7. Gu
8. Ha
9. Ja
10. Jo
11. Ki
12. Ma
13. Mi
14. Wi
15. Wl

Head Coach: Diane Frost-Walker

Asst. Don White, Dwayne Moore, Claudette Farmer

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c



Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: District Improvement and Assistance Plan

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:
(Type and Double Space)

The State of Florida's Differentiated Accountability Plan for Lowest Performing Schools Guidelines requires that a District Improvement and Assistance Plan must be approved by the School Board for low performing schools. The plan is a detailed outline of assistance and interventions that the district will provide to these schools to aid in academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

2016 OCT -7 PM 1:18

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____



Pam Stewart, Commissioner

2016-2017 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

20 - Gadsden

Mr. Reginald C James, Superintendent
Melissa Ramsey, Northwest Executive Director

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I. Current District Status

A. Supportive Environment

1. Mission and Vision

a. District Mission Statement

The mission of the Gadsden School District is to build a brighter future as we prepare students for success in life.

b. District Vision Statement

It is the vision of The School Board of Gadsden County that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities. The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life. The Gadsden County School District believes that . . . All students can learn; Each student is a valued individual with unique physical, social, emotional, and intellectual needs; The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system; Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning; Education is the key to opportunity and social mobility; A safe and supportive learning environment promotes student achievement; Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work; The chief priority of any school system should focus on learning across the system (Student learning, professional learning, and organizational learning); The development of a caring school community should be a priority for our school system; and The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

c. Link to the district's strategic plan (optional)

No strategic plan link stored

2. Supports for School Improvement

a. Alignment of Resources

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The process is to provide forums (groups of stakeholders using mechanisms that evaluate needs) that ensure there is open communication at all times between different departments through regular meetings with all stakeholder groups to review funding sources and data, including funding from state, federal and local sources, district mission/vision/goals, and the goals/deliverables of all state and federally funded projects to prioritize dollars to the needs of students in the district. These forums, include but are not limited to:

- Budget Meetings
- Staffing Meetings with individual school leaders
- Executive Management Meetings

- Instructional Leadership Meetings
- District Leadership Meetings
- Education Transformation Operations (ETO) Meetings
- Interdepartmental Meetings
- Federal Program Collaboration Meetings
- Assessment/Data Review Meetings

Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools.

After analysis of needs assessment data, the methodology used is the integration of all district activities with financially informed project strategies to provide clarity and blend important metrics such as start-up costs, time needed, funding status, stakeholders involved, strategies, products, implementation of strategies, and identifying schedules for timely delivery of financially feasible projects designed to raise student proficiency and develop college and career ready graduates.

Provide the person(s) responsible:

- Deputy Superintendent
- Assistant Superintendent of Business and Finance
- K-12 Supervisor
- Director Human Resources/Staff Development
- Director ESE Services
- Director MIS-IT Technology
- Director Federal Programs
- Coordinator Parent Services
- Coordinator Early Learning
- Coordinator of Assessment
- District Reading Specialists
- District Math Specialist
- District Science Specialist
- Principal Consultant
- Other district staff

Frequency of meetings: Monthly, or sooner as needed.

How inventories of resources are maintained:

- Capitalized resources (over \$750 per single item and useful life of over 1 year) are documented and lists maintained by district inventory specialist.
- Annual reviews of capitalized inventory are conducted with department heads and site leaders verifying location and/or transfer of property.
- Non-capitalized resources (under \$750 per single item and useful life of less than 1 year) that are consumable are not documented, except through review of purchase orders
- Non-capitalized resources (under \$750 per single item and useful life of more than 1 year) purchased through federal funding and are not consumable are kept track of through inventory records in federal programs office and shipment records to sites.
- Inventories of textbook resources are kept by the K-12 Office and are tracked through transfer forms and purchase orders; collection of older texts are also tracked and submitted for return to companies and/or disposal.
- Inventories of smaller digital devices purchased with local funding are kept with MIS department and regular review and recall of items is done to update and re-inventory equipment.
- Records of employee assets and their credentials are kept in the district Personnel Office.

Any problem-solving activities used to determine how to apply resources for the highest impact:

- Funding, staffing, and instructional decisions are all driven by data analyses to ensure that the resources are prioritized based on student needs
- Schools identified as focus and priority by the Florida Department of Education are provided extra resources specifically targeted to achievement gaps and student accommodations to close gaps and raise student achievement. A district-led ETO team provide ongoing daily, weekly, and monthly services for progress monitoring, teacher modeling, and other technical assistance to these schools.
- All school staffs are provided ongoing professional development to build teacher quality, ensure highly qualified teaching staff, and to enhance their personal development for retention and sustainability of reform efforts.

b. School Allocation Process

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports.

- Staffing resources are allocated based on state and federal dollars generated by student enrollment.
- Federal program resources are allocated on a per student basis based on funding generated for supplemental activities.
- Internal budgets of local and other state dollars are allocated based on student enrollment and/or weighted services necessary to accommodate student needs.
- District operational resources are allocated based on Superintendent and School Board priorities as they implement state and local mandates, legislation, and/or policies.

Include the person(s) responsible for this process:

- Deputy Superintendent
- Assistant Superintendent of Business and Finance
- K-12 Supervisor
- Director Human Resources/Staff Development
- Director ESE Services
- Director MIS-IT Technology
- Director Federal Programs
- Coordinator Parent Services
- Coordinator Early Learning
- Coordinator of Assessment
- District Reading Specialists
- District Math Specialist
- District Science Specialist
- Principal Consultant
- Other district staff

Frequency of data review and decision making: Daily, weekly, and/or monthly as needed to address student needs and district requirements by state, local, and federal agencies.

Processes used to differentiate and monitor resource supports:

- Regular ongoing review of all funding sources and funding available for instruction and operation of district activities
- Consolidation of all grant and project goals and deliverables, including sources of baseline data and evidence sources, into one document for review by all instructional and district leaders to better align programs, reduce duplication of expenditures and services, and reduce program fragmentation.

c. Modifications to System Policies and Practices

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up.

The School Board of Gadsden County has reviewed, revised and/or adopted and approved the following policies as of June 25, 2013 to effectuate a system of support of all schools to implement and achieve school improvement initiatives:

2120 - SCHOOL IMPROVEMENT

The School Board supports the concept of school improvement as established by the State Board of Education and will seek to create and/or maintain effective schools as defined by Florida statute. The Board shall annually approve and require implementation of a school improvement plan for each school in the District and shall provide funds to schools for developing and implementing school improvement plans. In addition to adopting a mission statement and educational philosophy for the District, the Board shall create, as needed, policies which support the school improvement process. The Superintendent shall establish administrative procedures which will provide for:

- A. School improvement plans which are developed and implemented by school-based teams, working collaboratively, so that both building level and District level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment.
- B. A District-wide, school-improvement plan which provides for building-level decision-making regarding program assessment, curriculum review, determination of performance standards, budgetary review, staff development, and the monitoring and assessment of student outcomes.
- C. Collaboration at both the building and District levels with parents, relevant institutions and groups, especially those in the community, who can support and facilitate school improvement in the District.
- D. A system of school reports and dissemination of information regarding the performance of students and educational programs as required by Florida statute and State Board of Education rule.

In order to enhance school improvement, the Superintendent is authorized to waive any policy that has been enacted in order to comply with the following Federal statutes/regulations and to request waivers from these laws/regulations from the Superintendent of Public Instruction:

Titles I, II, IV, VI, and Part C of Title VII of the ESEA Act of 1965

The Carl Perkins Vocational and Applied Technology Education Act

The General Education Provisions Act

Parts of Education Department General Administrative Regulations

In requesting such waivers, the Superintendent is to abide by the procedures established by the State Department of Education.

2700 - ACADEMICALLY HIGH-PERFORMING SCHOOL DISTRICTS

The School Board believes that a goal of any public school system should be to enable each student to achieve to the best of his/her ability. That end, is best achieved through continuous development of the curriculum, the selection, development, and retention of high quality staff members, and the motivation of each individual student, instructional staff member, support staff member, and administrator in the District. Earning designation as an academically high-performing school district must not be viewed as an end unto itself, but rather as the standard for which the District strives each year. Florida statute provides school districts that demonstrate the ability to consistently maintain or improve their high-performing status with exemptions from many requirements set forth in statute and in the rules adopted by the State Board of Education to implement State law.

The District must meet the following criteria if it is to be exempt from requirements in Florida statutes and from the State Board of Education rules that implement those statutes:

- A. earn a grade of "A" for two (2) consecutive years;
- B. have no District-operated school that earns a grade of "F";
- C. comply with all class size requirements;
- D. have no material weakness or noncompliance in its annual financial audit.

An academically high-performing school district, while exempt from a number of statutes and rules that govern school districts, is not exempt from the following:

- A. statutes pertaining to services for students with disabilities; civil rights/discrimination; student health; safety and welfare; student assessment program and school grading system
- B. statutes pertaining to financial matters, except that a high-performing district may waive the required program expenditure levels for grades K-12 as specified in Florida Statute
- C. statutes pertaining to planning and budgeting, except that a high-performing district may waive the required comprehensive reading plan specified in Florida statute, because these districts are approved to receive the research-based reading instruction allocation without complying with those provisions of law
- D. statutes governing election or compensation or district school board members
- E. Florida statute relating to differentiated pay and performance pay policies
- F. statutes pertaining to educational facilities, except that a high-performing district may waive statutory provisions relating to covered walkways for portables and statutory provisions relating to relocatable facilities over twenty (20) years old
- G. statutes pertaining to instructional materials, except that a high-performing school district may waive the requirement to requisition State-adopted instructional materials from the depository of the publisher with whom a contract has been made, and a high-performing school district may also waive the requirement to use fifty percent (50%) or more of the annual instructional materials allocation on items to provide instruction at the level for which the items are designated

Upon earning the designation as an academically high-performing school district, the Superintendent shall submit an annual report to the State Board of Education and the Legislature on December 1st that delineates the performance of District students with regard to the subjects on the State-wide assessment program as required by State law. Academically high-performing school districts retain the designation for three (3) years and may renew the designation if the criteria to do so are met. The requirements for renewal are as follows:

- A. comply with all class size requirements;
- B. have no material weaknesses or noncompliance in its annual financial audit
- C. earns a grade "A" for two (2) years within the previous three (3) year period
- D. have no District-operated school that earns a grade of "F" in any year

If the District is designated as an academically high-performing school district but fails to meet the requirements for renewal, then the Superintendent must provide written notification to the State Board of Education that the District is no longer eligible to be so designated. If the District is designated as an academically high-performing school district and a district-operated school receives a grade of "F" at any time during the three (3) year period, the District loses the designation. If the District meets original eligibility requirements in the future, it can regain the designation. The Superintendent shall develop and update as needed administrative procedures to implement this policy.

2111 - PARENT AND FAMILY INVOLVEMENT IN THE SCHOOL PROGRAM

The School Board recognizes and values parents and families as student's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their students generally result in higher academic achievement, improved student behavior, and reduced absenteeism. For purposes of this policy, the term "families" is used in order to include student's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members. In cultivating partnerships with families and communities, the Board is committed to the following:

- A. Relationships with Families

1. establishing school environments that are welcoming, supportive, and student-centered;
2. providing professional development for school staff that helps build partnerships between families and schools; 2,3
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; 2,3
4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities. 3

B. Effective Communication

1. providing information to families to support the proper health, safety, and well-being of their students;
2. providing information to families about school policies, procedures, programs, and activities; 2,3
3. promoting regular and open communication between school personnel and students' family members;
4. communicating with families in a format and language that is understandable, to the extent practicable; 2,3
5. providing information that will enable families to encourage and support their students' academic progress, especially in the area of reading; 1
6. providing information that will enable families to encourage and support their students' citizenship, especially social skills and respect for others; 1
7. providing information that will enable families to encourage and support their students' realization of high expectations and setting life-long learning goals; 1
8. providing information and involving families in monitoring student progress; 3
9. providing families with timely and meaningful information regarding Florida's Sunshine State Standards, State and local assessments, and pertinent legal provisions; 2,3
10. preparing families to be involved in meaningful discussions and meetings with school staff. 2,3

C. Volunteer Opportunities

1. providing volunteer opportunities for families to support their students' school activities;
2. supporting other needs, such as transportation and student care, to enable families to participate in school-sponsored family involvement events. 3

D. Learning at Home

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; 1,2,3
2. working with families to establish learning goals and help their students accomplish these goals;
3. helping families to provide a school and home environment that encourages learning and extends learning at home.

E. Involving Families in Decision Making and Advocacy

1. Involving families as partners in the process of school review and continuous improvement planning

involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. 2,3

F. Collaborating with the Community

1. building constructive partnerships and connecting families with community-based programs and other community resources; 2,3
2. coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their students' education, growth, and development. 2,3

Implementation

The Superintendent will provide a comprehensive plan to engage parents, families, and community members in a partnership that supports each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification

of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan. Pursuant to State law, the Superintendent shall develop and annually disseminate a parent guide to successful student achievement, consistent with the guidelines of FLDOE, which address what parents need to know about the educational progress of their students and how parents can help their students achieve in school.

d. Operational Flexibility

Provide the district's definition of "operational flexibility"? provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting.

Gadsden County places responsibility for designing a district turnaround plan in the hands of the Education Transformation Operations (ETO) Office in collaboration with principals of lower performing school. The responsibility of implementing a school-level turnaround plan is a collaborative effort between the ETO and the school's principal and teaching staff. Principals in turnaround schools are given the authority to implement a reform plan that is specific to the needs of the school and its students. The principal is given the flexibility to hire staff and develop a team of teachers who are committed to positively impacting school improvement. No teacher will be placed at the school that has not met with the approval of the turnaround principal and other committed staff members who form the school leadership team. The principal will determine if a staff member is not supportive of his/her reform plan to implement turnaround strategies. Staff members who are not supportive of the reform plan will be removed from the school at the principal's request. While the district leadership team, with school leader input, selects district-wide initiatives to be applied to every school, the principals at turnaround schools are given additional flexibility in determining what specific supplemental interventions they feel are necessary to move their students ahead academically. Turnaround principals have flexibility from several district rules on instruction, school schedule, student groupings, and other instructional strategies. In most cases, principals focus first on changing school culture to build both teacher and student expectations.

3. Sustainability of Improvement

a. Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements.

School Reform Sustainability Plan for Turnaround Schools

Sustainability is the ability of a program to maintain its core beliefs and values and use them to guide program adaptations to changes and pressures over time. Sustaining school improvement over a long period of time is more than just keeping up new practices past the implementation year. Initial maintenance is only the first step of a much longer journey. The primary method of sustainability is for school leaders and staff members to learn how to intentionally nourish and prolong improvement initiatives by extending and adapting them over time. Prolonged, continuous improvement requires continually asking and acting on the answers to several key questions: How can we do even better tomorrow? What's working and what's not? What do we need to change next? Too many school improvement efforts wither and die after a year or two of hard work, usually after the first flush of success. At the same time, research shows that sustaining reforms beyond a few years can create big payoffs for students. One large-scale study of student achievement in schools implementing comprehensive school reform models found that after the fifth year of implementation, reform effects began to increase substantially.

Three Core Educational Activities to Sustain School Improvement

Sustaining improvement is a long-term process that involves the following three kinds of overlapping activities:

- Maintaining the improvement effort beyond initial implementation.
- Extending the improvement effort after its initial success.
- Adapting the improvement effort so that it survives and thrives over the long term.

Maintaining Improvement Initiatives Beyond the Implementation Year

Maintaining new practices beyond the first year of implementation requires more than simple persistence. Many kinds of unforeseen obstacles can arise the following year or the year after. There is no formula for predicting the factors that will threaten an improvement effort two or three years into implementation. Schools are complex organizations, and changing major practices in one part of the school can have unforeseeable effects on other parts of the school. Therefore, maintaining an improvement effort requires keeping a sharp eye on how the change process is affecting staff members and students; keeping a constant lookout for warning signs of obstacles that might threaten the effort; and keeping a very open mind to how challenges can arise from even the most unlikely places. Many factors contribute to the fragmentation and frustration of the staff. However, one of the greatest challenges stems from the success of the reform effort itself. Fundamentally, the whole school needs to change for school reform to succeed.

Extending the Improvement Effort to Capitalize on Early Success

One of the most common and damaging mistakes school leaders make following implementation is to declare victory too early. School reform leaders of successful efforts need to use the credibility afforded by short-term wins to tackle even bigger problems. They should go after systems and structures that are not consistent with the transformation vision and have not been confronted before. Sustaining success over the long term requires a fierce and very intentional kind of opportunism. Research on organizational change has confirmed again and again that the schools most successful at sustaining improvement over long periods of time learn to enact new improvements even as they work to maintain practices that are already working. Reform leaders have to institutionalize the question – how can we do better tomorrow than we did today - as way of life, a habit of mind and action. There is no ultimate finish line in a highly visionary school. There is no point where the reform team can afford to feel they can coast the rest of the way, living off the fruits of their labor. Schools that sustain improvement make deeper and more consistent changes. They continue to push beyond a comfortable level and don't become complacent. They intensify the use of strategies that fueled initial success and extend changes in curriculum and instruction into all grades. Successful school reforms continue to move forward or critical momentum will be lost and regression may follow. It's important to celebrate early success, but schools that successfully sustain reforms do not allow the first flush of success to turn into complacency.

Adapting Improvement Initiatives Over Time

In the long run, maintaining and extending improvement initiatives is not enough. Expectations change, policies change, local and state political environments change, students change, school leaders change, and faculties change. Even the most successful improvement initiatives must eventually "evolve or die." One very important constant is to have a clear school vision comprised of a well-defined mission and set of core values that seldom, if ever, change. To sustain growth over long periods of time, school leaders must cling fiercely to their core visions while considering everything else—practices, structures, job definitions, schedules—up for grabs. Programs that are sustainable move beyond maintenance and develop the ability to evolve. This evolutionary process has two stages. The first stage is a kind of selective adaptation in which schools constantly try new things, keeping those that work while throwing away those that don't. The second stage is the fine-tuning of individual reform elements to ensure that they keep working as the environment around them changes. Sometimes the best moves are made by experimentation, trial and error, and by accident. A

school cannot simply flail around blindly, trying anything that sounds remotely interesting. Instead, the things they try should be smart in two important ways. They should be strongly influenced by and aligned with the school's and the school district's mission and core values. They should also be guided by evidence about what has worked elsewhere and what research has proven to be effective. Many schools are littered with layer upon layer of past reforms and interventions that no longer produce results, if they ever did at all. On the other hand, highly successful schools should be unsentimental about jettisoning programs that don't work even if students, parents, or teachers like them a lot. Sometimes educators decide that a particular program or practice is worth keeping, but only if it can be adapted so that it aligns with current needs and can continue to deliver results in a changing environment. Successful schools pull apart the curriculum and reconstruct it so that it is better aligned with state standards and provides a seamless integration of core knowledge, rigor, relevance, critical thinking, and the state standards that will lead to student success.

Other Sustainability Efforts for School Reform Over Time

Sustainability of successful school reform also rotates around involvement of other key stakeholders outside the school environment. The district's turnaround office will develop long-term plans for the district as a whole to create, maintain, and sustain high academic performance on all school campuses in the district. District leadership will develop staffing plans that include placement of highly qualified and successful school leaders into the schools with the most need to improve academically. Flexibility and staffing will also follow the identified principal to begin the school reform effort. Authority, responsibility, and incentives will be provided to highly effective school reform teams as they take on new school improvement challenges and implement successful and sustainable programs. The Community Assessment Team (CAT) will review school improvement efforts and provide community and business input. The CAT team will serve as the catalyst to identify and solicit resources from business partners and other city and county agencies that would benefit most from highly skilled graduates. The bargaining unit will be asked to consider school reform efforts in their instructional and non-instructional school employee meetings and work collaboratively with the district to negotiate ways that the teachers can be rewarded for high performance as well as accepting of more responsibility and taking ownership for excellence in teaching and student achievement outcomes.

B. Stakeholder Involvement

1. Parental Involvement Plan (PIP) Link

A PIP has not been uploaded for this district.

2. Family and Community Engagement

Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts

- The District Parent Resource Center will continue to be supported through Title I, IDEA, and General Revenue. Title I Schools' Parent Resource Rooms will be inventoried and will continue to be placed at the school sites where parents have ready access to basic information about their school and their students' academic options.
- The District Parent Resource Center will continue to serve as a clearinghouse for disseminating information to all parents and expanding community involvement activities.
- Parent support is provided for each Title I school in developing and marketing specialized curricular emphasis based on the school's staff and program expertise.
- Further support is provided to all schools by assigning school resource persons from each district department to each school to be their liaison for issues and requests to help them support their students and parents. Types of Parent Involvement include, but are not limited to: Parenting Activities designed to help families understand young adolescent development, acquire developmentally appropriate parenting skills, set home conditions to support learning at each grade level, and help schools obtain information

about students.

- Communicating Activities focusing on keeping parents informed through such things as electronic communication, mail and other public notices, memos, report cards, conferences about student work, and school functions.
- Volunteering Activities to incorporate strategies designed to improve volunteer recruiting, training, and scheduling. - This will be done with Vista Volunteers serving as parent liaisons, as funding permits.
- Learning-at-home Activities to allow for coordination of school work with work at home (e.g., goal setting, interactive homework).
- Decision-making Activities designed to solicit the voice of parents in decisions about school policies and practices.
- Collaborating with community activities acknowledging and bringing together all community entities (e.g., with the community, business/industry, and faith-based organizations) with a vested interest in the education of young adolescents and parents as equal partners in their child's education - such as Vista providing volunteers for parent liaisons. Child care will be provided for parents as necessary through school volunteers, Vista parent liaisons at workshops, and through community sponsors as available. Parent Resource Coordinator will present at parent workshops about strategies especially designed to enhance parent engagement. Skylert will be a primary tool used for electronic communication and parent awareness of upcoming activities.

3. Engagement of School Leadership

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

The school-level turnaround plans and supplemental activities are developed by school stakeholders in collaboration with district leaders, the ETO specialists, and the services of an external principal consultant. The process starts with an external evaluation of the school improvement plans from the previous year to see if strategies were implemented and led to desired outcomes. Review of the evaluation data with school-level staff and SAC committee stakeholders, encourages discussion of barriers, development of new or revised strategies/goals, and begins to focus school stakeholders on the student needs identified by the results of the state assessment and review of other annual survey data collected by the school and district and submitted to FDOE. Peer review teams, led by an external consultant review school improvement plans to provide peers with promising practices sharing and other ideas to close achievement gaps. Plans are reviewed for alignment with the district curricula and the Florida Standards. Resources are identified to meet strategic outcomes, with a focus on existing resources and any free resources available. ETO staff collect repositories of free and/or district developed resources and makes them available to assist all schools in implementing research-based strategies. CPalms and Florida Standards web site links are used to supplement all reading, science, and math instruction and direct development of district resources for schools. Federal funding provides principal consultancy for school leaders on a quarterly basis, with a focus on new or struggling leaders on a monthly basis. District textbook options are presented to a committee of teacher stakeholders and school leaders as textbook adoption cycles dictate to determine which textbook they would like to use as the basal instrument for each content area. District leaders are brought together to review vendor options of supplemental materials available to support their assessed content areas. School leaders are allowed to choose other interventions to support other content areas or focus on enrichment based on their available federal dollars. The district, in conjunction with school level staff, has seriously reviewed the level and amount of different reading interventions available at the schools and has implemented a strategy of core plus one to bring a sharper focus on the use of the intervention materials and the professional development necessary to implement the interventions with fidelity.

C. Effective Leadership

1. District Turnaround Lead

a. Employee's Name and Email Address

Hightower, Pink, hightowerp@gcpsmail.com

b. Employee's Title

Assistant Superintendent

c. Employee's Phone Number

(850) 627-9651

d. Employee's Phone Extension

1253

e. Supervisor's Name

Reginald C. James

f. Supervisor's Title

Superintendent

g. Employee's Role and Responsibilities

The district's turnaround lead is directly responsible for supervising principals and managing the work of the district's Education Transformation Operations (ETO) department. The ETO team, which is comprised of content area specialists, intensely serves our underperforming schools by offering job-embedded professional development, co-teaching experiences, collaborative planning, and the coaching cycle. The goals of the turnaround team are to support the implementation of standards-based instruction and research-based practices. The district turnaround lead fosters collaboration among the various departments within the central office, carefully harnessing expertise and resources so that our instructional leaders and teachers are adequately supported in the following areas:

- Data disaggregation and data-based decision making
- Progress monitoring systems
- Differentiated/Tiered professional growth and development

2. District Leadership Team:

Wiggins, Sheantika, wiginss@gcpsmail.com

Title Director
Phone 850-627-9651 x 1234

Supervisor's Name Pink Hightower

Supervisor's Title Assistant Superintendent

To provide leadership and direction to the District's Media Technology Program for the students and teachers of Gadsden County.

Facilitate the establishing of a District-wide Instructional Technology Plan that will include priority, guidelines and criteria for purchasing and installing infrastructure, hardware and software.

Initiate the preparation and coordination of the annual District-wide media services operating budget and coordinate the administration of the adopted budget.

Set guidelines and criteria for coordinated purchasing of new and disposing of outdated books, media materials and equipment.

Assume responsibility for long-range planning for the District's total media services.

Organize and implement an audio visual aids program for general circulation among the schools and departments of the District, such a program to include use of video and audio recordings, transcriptions, tapes, slides, exhibits, posters, computer programs, laser based media, and other audio or visual instructional materials and equipment.

Role and Responsibilities

Establish and administer coordinated procedures for technology support services including repairs and upgrades.

Supervise the installation, operation, and upgrading of a District-wide Area Network for Internet access.

Manage budgets for various projects (media, Materials and Technology) annually as well as an annual budget for instructional media services based on comprehensive planning.

Prepare a detailed annual report for the Superintendent covering growth of the collections and programs offered, plan for development, and comparisons of the District's media centers and media services with state and national norms and standards.

Maintain a continuous program of evaluation of techniques and services in the school media centers.

Prepare or oversee the preparation of textbooks for evaluation.

Seek additional sources of District revenue by writing grants and serving as a technical assistant to others who are writing grants for media acquisitions.

Provide leadership and direction for comprehensive media services in support of District goals and priorities.

Meet monthly with technology specialists and media specialists.

Assist school administrators in selection and evaluation of media technology personnel as requested.

Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.

Facilitate problem-solving by individuals and groups.

Model effective facilitation skills.

Consult on the selection and acquisition of hardware and software for each school's use.

Assist the media specialists in establishing and maintaining an electronic system of accounting for all library books, reference volumes, audio visual materials, and periodicals.

Maintain open communication and cordial relations with the professional staff of the municipal library system for the resolution of mutual problems and the full utilization by the school of municipal library services, programs, and materials.

Set high standards and expectations for self and others

Direct the design and implementation of programs for school and District staff development.

Keep abreast of trends, developments, and issues related to media technology.

Attend state and national conferences to provide current media and technology information.

Assist department staff in keeping up-to-date and well-informed about issues and changes in assigned area of responsibility.

Facilitate staff development opportunities in the use and integration of technology into the curriculum.

Seek additional sources of revenue for technology projects by writing grants and managing all such projects.

Keep informed about all types of educational technology and remain up-to-date on trends and practices regarding its use.

Represent the School District at state level meetings concerning instructional library

/ media, instructional materials (textbooks), and educational technology.

Keep informed about all types of educational materials in non-print as well as print media, and remain up-to-date on trends and practices regarding their use.

Provide support for instruction of Florida Standards and instructional standards on state and national tests.

Ensure that lesson plans reflect support of classroom instructional program.

Select print materials, software, and technology support for the district's instructional program.

Perform other duties as assigned.

Raynak, Rose, raynakr@gcpsmail.com

Title Director
Phone 850-627-9651 x 1600

Supervisor's Name Pink Hightower

Supervisor's Title Assistant Superintendent

To provide leadership, coordination and support of federal programs that will enhance opportunities for student growth and improved student performance.

Monitor the implementation of federal programs to ensure compliance with provisions of the grant(s).

Establish and maintain financial records for each funded program to ensure adherence to budget requirements and maintenance of records for fiscal compliance.

Direct the preparation and submission of reports as required for federal and specially funded programs.

Follow-up and resolve findings of external auditors.

Review materials and participate in activities designed to develop expertise in the implementation of prescribed curricular experiences.

Supervise the development, implementation and evaluation of innovative curriculum and instructional techniques provided to students served in federal programs.

Role and Responsibilities

Maintain a working relationship with all appropriate governmental agencies.

Use effective communication strategies to interact with a variety of audiences.

Respond to inquiries and concerns in a timely manner.

Ensure information exchange, coordination of efforts and articulation of program and services by working closely with school administrators.

Assist in the development, implementation and evaluation of staff development activities.

Set high standards and expectations for self and others.

Keep up-to-date and well-informed about trends and best practices in assigned area.

Maintain a network of peer contacts through professional organizations.

Promote and support the professional growth of self and others.

Prepare, implement and coordinate federal projects and grants.

Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.

Recommend the establishment or elimination of special classes, programs and services.

Assist in projecting budgets and personnel needs for federal education programs.

Serve as a program consultant to school personnel with assistance in the identification of program needs and the selection of appropriate materials, supplies and equipment.

Provide input in the planning, modification and construction of educational facilities.

Prepare all required reports and maintain all appropriate records and inventories.

Coordinate the planning, implementation and evaluation of federal programs and services.

Implement and monitor suitable procedures for screening and diagnosis of students' problems.

Implement and monitor procedures for placement, transfer and program completion for students in federal programs.

Assist in maintaining appropriate coordination between federal programs and other programs.

Assist principals, as needed, in the recruitment, selection, placement and appraisal

Perform other duties as assigned.

Harden, Carolyn, hardenc@gcpsmail.com

Title Administrator

Phone 850-627-3861

Supervisor's Name Pink Hightower

Supervisor's Title Assistant Superintendent

To develop, produce, locate and deliver professional development services and opportunities which are consistent with and supportive of the District's vision and mission for pre-kindergarten programs and services designed to best meet the needs of students.

Oversee the development and maintenance of a master calendar for all pre-kindergarten staff development activities.

Establish goals and objectives for training programs and projects related to the District's prekindergarten instructional program.

Plan and develop in-service programs and activities for teachers, students and families.

Establish short- and long-range plans based on pre-kindergarten student needs, District, state and federal requirements.

Manage the process of budgeting for resources to meet identified pre-kindergarten training needs and plans.

Role and Responsibilities

Assist in the development of administrative guidelines for pre-kindergarten staff development.

Assist in the development of policies for pre-kindergarten staff development.

Assist pre-kindergarten staff in keeping up-to-date and well-informed about issues and changes in assigned areas of responsibility.

Implement, monitor and evaluate the education component of the pre-kindergarten program.

Establish and implement procedures to periodically evaluate staff development activities and to make modifications as appropriate.

Provide leadership for conducting periodic assessment of training needs for pre-kindergarten administrative, instructional, non-instructional and support personnel throughout the District.

Access student records on a need-to-know basis and protect their confidentiality.

Provide assistance to schools and departments in designing, scheduling and

delivering appropriate pre-kindergarten staff development activities.

Serve as a resource person to personnel concerning professional growth and development and related staff development activities.

Select, preview, evaluate and disseminate recent and relevant professional and educational materials.

Participate in planning and implementing pre-kindergarten curriculum initiatives to assure in-service support.

Collaborate with other pre-kindergarten personnel as scheduled.

Collaborate with other departments and divisions.

Train staff development deliverers and administrators.

Assist teachers with the development of appropriate instructional learning activities that will complement their lesson plans.

Promote and support professional development for self and others.

Provide instructional staff training in the areas of curriculum, child growth and development, record keeping, student assessment and other related areas.

Use effective communication strategies to interact with a variety of audiences.

Set high standards and expectations for self and others.

Submit accurate reports in a timely manner and maintain all appropriate records.

Keep abreast of latest research relating to pre-kindergarten student needs.

Implement pre-kindergarten education / training programs in a manner which ensures that student growth / achievement is continuous and appropriate for age group and / or student program classification.

Perform other duties as assigned.

Shepard, Wayne, shepardw@gcpsmail.com

Title Director

Phone 850-627-9888

Supervisor's Name Pink Hightower

Supervisor's Title Assistant Superintendent

To provide the leadership, supervision and management necessary for the construction and maintenance of all facilities of the District.

Ensure District compliance with applicable codes, rules and statutes.

Monitor the development of both short- and long-range plant maintenance plans.

Coordinate the selection of design and construction professionals.

Monitor and evaluate the planning and completion of capital improvement projects.

Locate and recommend sites for new schools and other facilities.

Coordinate activities regarding physical plants in accordance with Florida Statutes and State Board rules.

Develop, maintain and coordinate procedures to ensure a safe, clean, attractive and pleasant school atmosphere.

Receive work orders, establish priorities and assign personnel.

Coordinate telephone and security systems.

Role and Responsibilities

Maintain effective relations with patrons, employees and the general public.

Coordinate activities of the division with schools and other divisions.

Facilitate close communication between the maintenance and facilities functions to ensure cost efficiency.

Ensure that both capital and major maintenance projects are coordinated with appropriate regulatory agencies.

Promote cooperative relationships and coordinated efforts among support services to facilitate the instructional program.

Coordinate activities with architects, engineers and contractors.

Evaluate and review, on a continuous basis, financial requirements and maintain a system of cost accounting in cooperation with the Finance Department.

Develop and deliver appropriate and current training for all assigned staff.

Keep abreast of new developments in facility design, operation of systems and

maintenance techniques to ensure maximum efficiency from operational expenditures.

Keep abreast of legal requirements and proposed changes in areas of responsibility and provide advice to the Superintendent as to their impact on the District.

Attend meetings and conferences which promote professional growth and benefit the District.

Promote and support professional development for self and others.

Establish procedures which ensure personnel awareness of Florida Statutes, State Board of Education rules and health - safety standards and ensure the standards are implemented.

Develop and maintain operating manuals for distribution to appropriate personnel.

Develop, maintain and coordinate procedures to ensure timely response to plant maintenance of an urgent nature.

Supervise the maintenance of current inventory of maintenance and custodial supplies, tools and equipment.

Supervise the dispersal of required materials and supplies.

Supervise the keeping of time records and the submission of payroll for the maintenance personnel.

Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.

Exhibit confidence and commitment to the vision and mission of the District.

Serve as a member of the Superintendent's Executive Leadership Team.

Develop appropriate Board agenda items pertaining to areas of responsibility.

Establish and direct the implementation of procedures that provide school-based managers opportunities to participate in decisions that affect them and their schools.

Interview and recommend architects, engineers, project managers, contractors and other professionals related to construction and renovation of facilities.

Plan for future needs and prepare requisitions to meet the need for tools, equipment and supplies.

Prepare all required reports and maintain all appropriate records.

Perform other duties as assigned.

West, Ms. Pauline, westp@gcpsmail.com

Title Director

Phone (850) 627-96511247

Supervisor's Name Pink Hightower

Supervisor's Title Assistant Superintendent

To assist the Superintendent by serving as a staff officer, recommending changes in policy and practice, and providing professional growth experiences for all personnel which will enable them to positively impact student learning.

Oversee investigations in matters of possible violations of the Professional Code of Ethics and make recommendations to the Superintendent regarding appropriate employment action / discipline.

Handle personnel grievances.

Assure that all staff development information, records and materials are correct and disseminate as appropriate.

Plan, organize and implement training activities and programs for all District initiatives.

Develop, keep current and implement the Gadsden District Human Resource Management and Development System (HRMD) for the Districts preparing new principals program.

Role and Responsibilities

Plan, organize, schedule, provide and coordinate the two-year training process for the HRMD core training applicants.

Provide training in the use of the HRMD program for principals, directors, supervisors, coordinators and any other appropriate personnel.

Maintain regular liaison with the State Department of Education and other agencies concerned with employee relations and staff development.

Assist in interpreting Florida statutes, State Board of Education rules, Gadsden County School Board policy to employees and the community.

Interpret staff development programs, objectives, and needs to the District staff, School Board, principals, school facilities, civic and parent groups, teacher training institutions and others.

Plan with directors, principals, teachers and other personnel to establish training needs for local schools and future goals for all personnel.

Arrange for training activities for administrators directors, and other staff personnel based on their identified professional growth needs or the District established priorities.

Develop and keep current the program for certifying substitute teachers for the District and arrange for the necessary training activities.

Coordinate the training initiatives of all other District personnel (e.g., directors, school personnel, parents, etc.) through the record keeping process.

Develop, keep current and implement the Gadsden District Professional Orientation Plan (to include the state competencies) for beginning teachers.

Coordinate the National Board Certification (NBC) process and work closely with teachers who enter the rigorous process which includes extensive professional growth experiences for the applicants.

Maintain thorough and current knowledge and information files of state laws, regulations, proposed legislation, and labor relations case laws concerned with collective bargaining and employee relations.

Coordinate in-service training for management in contract administration and grievance procedures.

Assist in the implementation of the Gadsden County Human Resources Management Development System.

Promote and support professional development for self and others.

Attend meetings and conferences that promote professional growth and will benefit the District.

Develop a training budget for allocated funds based on the prioritized needs of the District.

Coordinate the revision of the personnel assessment forms, submit annual updates to the State Department of Education and provide appropriate training in the use of the instruments for applicable personnel.

Provide the necessary training to appropriate personnel to assist with proper implementation of the professional development system.

Receive, disseminate to directors, collect, sign, return to universities the appropriate forms and keep records of student teachers on file for future reference.

Plan celebrations for teachers who complete the NBC process and appropriate recognition for those who actually receive national board certification.

Coordinate the pre-service program in the District by working with District directors and colleges and universities personnel to provide field experiences for student teachers within the District.

Develop, keep updated and present annually to the School Board, the Gadsden District Master Plan for Staff Development.

Provide training on the annual update for the Master Plan to directors, principals, curriculum coordinators, school facilities and others as needed.

Conduct annual evaluations of the Master Plan for Staff Development as it relates, and revise as necessary to better meet the needs of the District.

Conduct annual evaluations of the HRMD program and revise process as necessary.

Conduct annual evaluations of the professional development plan process.

Assist the Superintendent in developing and implementing procedures to comply with regulations and policies adopted by the School Board, with particular attention to those related to collective bargaining.

Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.

Prepare or oversee the preparation of all required reports and maintain all required records.

Demonstrate support for the District's goals and priorities.

Keep the Deputy Superintendent and other appropriate personnel informed about potential problems, unusual events, or opportunities for improvement.

Assist the Superintendent in the formulation and implementation of strategic planning.

Serve on the Superintendent's Executive Leadership Team.

Model and maintain high standards of professional conduct.

Demonstrate initiative in recognizing needs or potential for improvement and take appropriate action.

Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.

Facilitate problem solving by groups or individuals.

Work with secretary for the department to develop and set guidelines for record keeping procedures for training records of all personnel.

Establish goals and objectives for training programs and projects for District-wide initiatives.

Develop guidelines for the use of training funds and monitor the proper use of funding through the record keeping process.

Develop, keep current and monitor the appropriate use of the Gadsden District Professional Development System in connection with the use of training funds.

Set criteria for participation in the HRMD program, arrange for the screening activities, and select persons for the program based on criteria.

Provide opportunity for qualifying persons to document competencies necessary for principal certification under the supervision of trained, competent principals.

Perform other duties as assigned.

Taylor, Sherrie, taylors@gcpsmail.com

Title Administrator

Phone (850) 627-96511252

Supervisor's Name Pink Hightower

Supervisor's Title Assistant Superintendent

To facilitate the goals and objectives of the Communities in Schools project and Parent Resource Center.

Select and train all appropriate staff

Establish and maintain appropriate linkages with school district and social service agency personnel

Serve as liaison for parents between the schools, community, District, and the Florida Department of Education.

Submit reports to appropriate state office

Present and carry out operational and strategic plans

Establish and maintain clear documentation of all program correspondence and reports

Oversee coordination of all student and family services from re-positioned staff

Role and Responsibilities

Establish and maintain productive working relationship with members of the board of directors

Serve as community contact for interpreting FSA and other test results to parents.

Assist schools in communicating with parents through home visits.

Provide assistance in channeling information throughout the District as it pertains to parents and the community.

Assist school principals in developing, improving and implementing parent services.

Maintain contact and a working relationship with outside agencies.

Develop partnerships with local business and service groups to advance student learning by involving community members in school volunteer programs.

Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education (literacy).

Attend conferences to keep abreast of changes.

Keep well informed of current trends in curriculum areas.

Provide in-service training opportunities for school personnel to increase school/parent communication and involvement.

Set high standards for self and others.

Work with Board of Directors to develop and implement a multi-year resource development plan focusing on diversified resources

Establish and maintain appropriate linkages with media representatives

Present the Communities in Schools mission, vision, and initiatives within the community

Set up awards programs for district and state assessments, etc.

Provide schools with written communication for parents (Spanish and English versions)

Assist the Board with development and implementation of a public relations plan

Hold group meetings with parents to help them deal with problems and individual needs of their children.

Prepare or oversee the preparation of all required reports and maintain appropriate records.

Provide workshops/training for school advisory councils.

Prepare proposals and applications to potential funding sources

Form a District parent advisory council to include parent representation from each school/community and/or special program.

Conduct periodic assessment of school and community needs

Promote District goals and priorities.

Perform other duties as assigned.

Gay, Gerald, gayg@gcpsmail.com

Title Director

Phone 850-627-6858

Supervisor's Name Pink Hightower

Supervisor's Title Assistant Superintendent

To enable each student, through safe and efficient transportation, to take full advantage of the complete range of curricular and extracurricular activities offered by the District.

Provide support to schools for pupil transportation services.

Assist department staff in keeping up-to-date and well-informed about issues and changes in assigned areas of responsibility.

Oversee and provide budgetary control for the area of responsibility

Oversee the District's pupil transportation system and develop plans for improvement of services.

Prepare all required reports and maintain all appropriate records.

Assist in the preparation of the budget for the department.

Purchase, maintain and repair all school buses and other vehicles owned by the District.

Role and Responsibilities

Consider and recommend special services, bus routes and route extensions. Investigate requests and complaints relating to transportation and respond or make recommendations as appropriate.

Respond appropriately to all emergency situations.

Communicate, through proper channels, to keep the Deputy Superintendent informed of impending problems or events of unusual nature.

Maintain contact with other school districts, governmental agencies and other appropriate organizations related to assigned areas.

Collaborate with other departments and divisions.

Use effective communication strategies to interact with a variety of audiences.

Set high standards and expectations for self and others.

Participate in District management meetings and other activities to enhance professional growth.

Manage and administer personnel development through training, in-service and

other developmental activities.

Promote and support professional development for self and others.

Select, preview, evaluate and disseminate recent and relevant professional materials.

Keep abreast of legal requirements and proposed changes in areas of responsibility and provide advice to the Deputy Superintendent as to their impact on the District.

Exhibit support for the District's vision, mission, goals and priorities.

Make and share decisions in a timely manner.

Address personnel problems promptly and directly.

Respond quickly to emergency situations.

Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.

Prepare all required reports and maintain all appropriate records.

Assist in the development of short- and long-range District plans.

Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.

Anticipate potential problems and design processes and procedures to address them.

Facilitate problem-solving by individuals and groups.

Perform such duties and responsibilities associated with the American Disabilities Act and OSHA as they relate to assigned areas.

Perform other duties as assigned.

McKinnon, Caroline, palmerc@gcpsmail.com

Title Administrator
Phone 850-627-9651 x 1225

Supervisor's Name Pink Hightower

Supervisor's Title Assistant Superintendent

Role and Responsibilities

To coordinate, implement and evaluate assessment programs and services designed to accomplish the goals and mission of the District.

Assist in the monitoring of the budget for all assigned areas.

Monitor and maintain accurate and required financial and informational reports and records to ensure compliance provisions of program / project and grants.

Coordinate the assessment, and delivery of ongoing services (training, school-based, programmatic) of school and District personnel.

Coordinate and facilitate, when appropriate, responses to fact-finding inquiries, mediation or complaints.

Coordinate the planning, implementation, articulation and evaluation of assigned areas of responsibility.

Plan, implement and evaluate services and activities unique to the assigned area.

Coordinate program planning to involve staff, District and school personnel, community representatives and students when appropriate.

Maintain a close working relationship with District-based and school personnel to ensure information exchange, coordination of efforts and general support for the decision-making process.

Serve as a resource person to interpret services offered to school personnel and the community.

Represent the District in various community committees and activities.

Coordinate interaction with other departments and schools on issues relevant to program / project.

Assist in the development, implementation and evaluation of assessment staff development activities.

Coordinate and conduct in-service.

Set high standards and expectations for self and others.

Keep well informed about laws, rules and policies related to areas of responsibility.

Maintain a network of peer contacts through professional organizations.

Promote and support the professional growth of self and others.

Evaluate data and assist in developing short- and long-range plans.

Provide input to appropriate district personnel regarding upcoming plans, program coordination and assessment developments.

Prepare all required assessment reports and maintain all appropriate records.

Comply with all local, state and federal policies, laws, rules and regulations related to the assigned area.

Assist in the development of assessment activities designed to achieve priority goals identified through the District's planning process.

Provide coordination of initiatives which support the vision and mission of the District and the enhancement of student learning.

Demonstrate initiative in the performance of assigned responsibilities.

Use appropriate styles and methods to motivate, gain commitment, and encourage task accomplishment.

Perform other duties as assigned.

Brown, Jr, James W., brownjwalt@comcast.net

Title Other

Phone

Supervisor's Name Pink Hightower

Supervisor's Title Assistant Superintendent

To coordinate, implement and evaluate programs and services designed to accomplish the goals and mission of the District.

Assist in the monitoring of the budget for all assigned areas.

Maintain a close working relationship with District-based and school personnel to ensure information exchange, coordination of efforts and general support for the decision-making process.

Serve as a resource person to interpret services offered to school personnel and the community.

Coordinate interaction with other departments and schools on issues relevant to program / project.

Assist in the development, implementation and evaluation of assessment staff development activities.

Coordinate and conduct in-service.

Keep well informed about laws, rules and policies related to areas of responsibility.

Role and Responsibilities

Maintain a network of peer contacts through professional organizations.

Promote and support the professional growth of self and others.

Evaluate data and assist in developing short- and long-range plans.

Provide input to appropriate district personnel regarding upcoming plans, program coordination and assessment developments.

Comply with all local, state and federal policies, laws, rules and regulations related to the assigned area.

Assist in the development of assessment activities designed to achieve priority goals identified through the District's planning process.

Provide coordination of initiatives which support the vision and mission of the District and the enhancement of student learning.

Demonstrate initiative in the performance of assigned responsibilities.

Use appropriate styles and methods to motivate, gain commitment, and encourage

task accomplishment.

Perform other duties as assigned.

Title

Phone

Supervisor's Name

Supervisor's Title

Role and Responsibilities

3. Educator Quality

a. School Leadership Teams

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team.

Gadsden County's turnaround department understands that true educational transformation ensues when a strong instructional leader dedicated to progressive change assumes the rein of the organization and/or school. Consequently, a meticulous process is implemented to staff its most fragile learning communities with highly qualified administrator. The district's leadership team, in consultation with the Florida Department of Education (FDOE) Differential Accountability (DA) office, reviews the school improvement status, student achievement, and success of school leaders selected for appointment to focus and priority schools. Specific factors considered, but are not limited to:

- The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years - strong consideration is given to appointing a new leader and/or members of the leadership team.
- The school grade declines under the same leadership for 1 year and the overall achievement gap performance indicators - Leadership will be reviewed and data will be analyzed to determine the most likely causes of the decline. If the decline can be directly linked to school leaders, they will be considered for replacement.
- The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase - school leaders will be left in place and provided further opportunities to raise school grade and student achievement.
- The school grade declines under the same leadership for 1 year and the overall achievement gap performance indicators increases - school leaders will be left in place and provided further opportunities to raise school grade and student achievement.
- The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics declines - consideration will be given to replacing school leader(s).

In the event that qualified personnel with proven records of success in improving schools in need of improvement are not found within the established district staff to transfer to focus or priority schools, a search will begin to recruit school leadership with a success record of turning around low performing schools. The search will begin on a regional basis and then expand to inter-district and/or inter-state.

Recruitment fairs will be held encouraging applications from proven school leaders. The district will improve opportunities for career and professional growth of school leaders.

b. Instructional Staff

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes.

Gadsden County's ETO team works closely with the site-based leadership teams, Human Resources to ensure high quality teachers are recruited for vacancies at Priority and Focus schools. The leadership teams utilize multiple data points when assessing teacher effectiveness. The following are the major factors considered when determining appointments:

- Instructor and instructional specialists performance are reviewed by content area including the percentage of students making learning gains in reading and/or mathematics averaged over the three most recent years and the number of years the teacher has been teaching at the current school;
- Percentage of instructors that have been or will need to be replaced at a school to impact school reform;
- Percentage of instructional paraprofessionals that have been or will need to be replaced at a school to impact school reform;
- Percentage of administrative staff that have been or will need to be replaced, including:
Assistant principals
Instructional specialists
Guidance Counselors

Recruitment: The district's policies regarding recruitment of new teachers and coaches are flexible enough to meet bargaining unit requirements and the needs of the focus and priority schools.

Retention: Reading and mathematics teachers and instructional specialists will not be retained at the focus and priority schools unless they are highly qualified and highly effective, defined as 65% of their students achieving learning gains on average over a three year period. For special situations where teachers and coaches have demonstrated significant student achievement increases in the most recent school year, the individual will be considered for reassignment at the school through the demonstration of data. For teachers and instructional specialists within their first or second year of teaching, learning gains will be calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention will be based on increased student achievement.

Teacher and coach evaluations to determine placement and/or retention at focus and priority schools will include analysis of school, subject, and classroom data from district assessments and state assessments. The district will work with the bargaining unit to implement recruitment and retention processes and ensure equitable placement of high quality teachers and staff at focus and priority schools. Criteria for teachers and instructional specialists to be retained will be that at least 65% of their students have achieved learning gains on average over a three-year period. Criteria for new teachers and instructional specialists' learning gains will be calculated according to the number of years they have taught reading and/or math based on increased student achievement. Teacher and principal evaluations have been developed and approved by FDOE and the bargaining unit.

School leaders who fail to improve student achievement or school level achievement will be replaced (teachers will be given ample opportunities to improve professional practices before replacement –

the LEA - will follow requirements of Senate Bill 736- and principals will be given a 2-year period to raise school achievement). After evaluations, teachers that have raised student achievement and learning gains of their students at least 65% will be given incentive pay as a reward for performance.

D. Professional Capacity

1. Common Planning Time

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

6A-1.099811(2)(e) FAC: "Common planning time" means the time provided to grade-level teachers at the elementary level and subject-area teachers at the secondary level to meet together, within and across grades and subjects, for data-based decision making, problem-solving, lesson study, and professional development on Florida's standards.

Focus and Priority schools have been prioritized and provided with district level ETO technical assistance and progress monitoring. Content area specialists are assigned to each focus and priority school and provide ongoing daily, weekly, and monthly technical assistance. They provide facilitated common planning time as defined by FAC 6A-1.099811(2)(e). Grade level and subject-area teachers are provided release time during the day to meet with ETO specialists and facilitate common planning that is driven by data and the Florida Standards. The district facilitates the payment of substitutes and/or plans for other educational activities for the teachers' classes during this time. This planning time is in addition to their individual bargained planning time. Above and beyond that, there are weekly faculty meetings (at some focus schools these meetings are held twice a week) to discuss strategies across grade levels and subject areas based on data, intervention implementation, and summary reports from ETO specialists.

2. Instructional Coaches

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

Since school reform is an ongoing priority in Gadsden County. The focus and priority schools will be provided with technical assistance, either through the district Education Transformation Operations (ETO) office and/or through site-based coaches to provide mentoring and peer level assistance to strengthen opportunities for school leaders to better implement school reform strategies. Monthly meetings with school leaders coaches will provide assistance with data analysis and its use in informing and driving instruction. Focus and priority schools will participate in common planning activities, facilitate Professional Learning Communities (PLCs) with the development and implementation of lesson study; teach teachers how to unravel the new Florida standards and infuse the standards into instruction. School leaders will be expected to model how to scaffold instruction; work with teachers to analyze and use data to determine the need for differentiated instruction; and recommend individualized strategies to improve student achievement and teacher effectiveness based on data. Common planning time will allow teachers to engage in knowledge sharing and grow as a collegial network of professionals. In addition, a district level reading specialist and the ETO specialists in reading, science, and math will provide direction and modeling at the school for the school leaders and instructional specialists/coaches, emphasizing data analysis, early learning and incorporation of the new standards into instruction based on data decision-making.

E. Ambitious Instruction and Learning

1. Instructional Programs

a. Reading

1. Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan

Yes

District Reading Plans

https://www.floridacims.org/districts/gadsden?current_tab=reading

b. Writing

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Florida Journeys (Houghton Mifflin Harcourt)

Program Type Core
School Type Elementary School

Description Due to the inherent relationship between reading and writing, the district has elected to integrate writing with reading. Therefore, there is no stand alone prescribed program for writing. Literacy is a holistic collection of reading, writing, speaking, and listening. It is essential that our students master and employ these aptitudes cohesively as that is one of the hallmarks of a 21st century college and career ready individual.

Florida Collections (Houghton Mifflin Harcourt)

Program Type Core
School Type Middle School, High School

Description Due to the inherent relationship between reading and writing, the district has elected to integrate writing with reading. Therefore, there is no stand alone prescribed program for writing. Literacy is a holistic collection of reading, writing, speaking, and listening. It is essential that our students master and employ these aptitudes cohesively, as that is the mark of a 21st century college and career ready individual.

c. Mathematics

1. Description of Programs

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Go Math Florida! (Houghton Mifflin Harcourt)

Program Type Core

School Type Elementary School, Middle School

Description Go Math Florida is a research-based instructional text that builds conceptualization, problem-solving, and integration of literacy skills. This program offers a gamut of resources for instruction, differentiation and assessment through its digital components, manipulatives, interventions, embedded formative assessment, and small group activities.

I-Ready

Program Type Supplemental

School Type Elementary School, Middle School

Description I-Ready is a standards-based, adaptive computer program that diagnoses students' unique needs and creates an individualized pathways towards success for each child.

McGraw-Hill

Program Type Core

School Type Middle School, High School

Description Texts published by McGraw-Hill are utilized for Algebra I, Algebra II, and Geometry at the secondary level. These books are aligned to the Common Core/Florida Standard and reflect the rigor and complexity mastery of the standards require.

Prentice Hall

Program Type Core

School Type Middle School, High School

Description Texts published by Prentice Hall are utilized for Pre-Calculus/Calculus courses as well as the following honors classes: Algebra I, Algebra II, Geometry at the secondary level. These books are aligned to the Common Core/Florida Standard and reflect the rigor and complexity mastery of the standards require.

Edgenuity-My Path

Program Type Intensive Intervention

School Type High School

Description My Path is a standards-based, adaptive computer program that diagnoses students' unique needs and creates an individualized pathways towards success. The program is designed to solidify foundational gaps so that students may approach advanced level mathematics courses with confidence.

Acaletics

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description Acaletics is a fun, quick supplemental mathematics program that promotes computational fluency by providing daily practice through use of a high volume of stimuli--all varying in terms of format and complexity levels.

d. Science**1. Description of Programs**

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Florida Interactive Science (Pearson)

Program Type Core

School Type Elementary School

Description Florida Interactive Science serves as the district's core program for grades K-5. This resource integrates technology, unique paper-based write-in student texts, and hands-on lab kits to foster student engagement and ignite inquiry.

Pearson

Program Type Core

School Type Middle School, High School

Description A variety of texts published by Pearson and/or Pearson/Prentice Hall are utilized in the secondary sector. Likened to the materials utilized in the elementary schools, a careful melding of technology, paper-based materials, and lab experiences provides the perfect platform for collaborative learning.

2. Instructional Alignment and Pacing

a. Program Monitoring

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals.

The district monitors the implementation of the core and supplemental/intervention programs through use of a four-pronged cyclic process:

1. The common pacing plans have been developed through a collaborative effort that included both district and site-based content area specialists. All administrative and instructional personnel have on-going access to these guides through an instructional portal. In addition to having access, key stakeholders have been well trained on the purpose and effective implementation of the learning plans.
2. Representatives from the district office conduct daily site visits to ensure the plans are used effectively and students are responding favorably to the instruction. If students are not responding to the instruction and/or intervention, a data chat--comprised of the site leaders and district representative--will be conducted to determine the next instructional steps.
3. Interim assessments are used to evaluate the effectiveness of the plans/programs and to make adjustments as warranted. All appropriate parties will participate in data dialogue sessions following the administration of common interim assessments. This includes dialogue between district-to-administrators, administrators-to-teacher, teacher-to-student, and student-to-family. Such session will consist of an analysis of current status and goal setting for what comes next.
4. The district instructional leaders will continuously review, reflect upon, and revise the instructional plans based on data and reasonable expectations.

b. Supports for Student Transitions

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another.

1. Will the district use its Student Progression Plan to satisfy this question?

No

a. Link to Student Progression Plan

b. Provide the page numbers of the plan that address this question

The district implements several structures to support students as they transition from school to school whether due to attrition or natural maturation. As aforementioned, the district provides a centralized curriculum plan. This unified plan for each content area requires consistency and commonality among the schools. In addition, the district offers four professional growth days during which teachers from across the district assemble and engage in learning activities through scholarly discourse. Topics for discussion during these professional growth days include topics related to curriculum and instructional, best practices, and vertical articulation all of which support and impact student transitions.

c. Alignment of Pacing Guides to Florida Standards

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science.

Yes

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Improve access to digital technology to support classroom activities, individualized instruction, and small group learning.
- G2.** Improve Teacher Quality
- G3.** Improve academic proficiency through a standards-based instructional program with appropriate, aligned interventions and supports targeted to meet identified student needs and readiness for college and careers.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improve access to digital technology to support classroom activities, individualized instruction, and small group learning. 1a

G059834

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FCAT 2.0 Science Proficiency	2016-17	40.0
District-Wide	AMO Math - All Students	2016-17	75.0
District-Wide	FAA Writing Proficiency		50.0
District-Wide	AMO Reading - All Students	2016-17	68.0

Targeted Barriers to Achieving the Goal 3

- Limited individual access to digital devices for instruction in every class.

Resources Available to Support the Goal 2

- Various digital technology, including but not limited to computers, tablets, interactive boards, projectors, and other digital devices.

Plan to Monitor Progress Toward G1. 8

Improved student achievement and progress on academic interventions and assessments

Person Responsible

Sheantika Wiggins

Schedule

On 5/30/2017

Evidence of Completion

Academic outcomes on interventions and assessments

G2. Improve Teacher Quality 1a

G059831

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Highly Qualified Teachers	2016-17	98.0
District-Wide	ESOL Endorsed	2016-17	30.0
District-Wide	Teacher attendance rate	2016-17	95.0
District-Wide	Reading Endorsed	2016-17	50.0
District-Wide	Effective+ Teachers (Performance Rating)	2016-17	90.0

Targeted Barriers to Achieving the Goal 3

- The exponentially changing world of education and work is requiring continual adjustments to instruction and teaching skills for schools to be effective in producing students that are proficient and globally competitive.

Resources Available to Support the Goal 2

- Research-based professional development (Edivate) Performance Matters for data analysis On-going progress monitoring and modeling of instruction

Plan to Monitor Progress Toward G2. 8

Performance Matters data and personnel records will be reviewed regularly.

Person Responsible

Ms. Pauline West

Schedule

Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Improved teacher evaluation results Addition of more credentials Improved teacher effectiveness Improved student proficiency

G3. Improve academic proficiency through a standards-based instructional program with appropriate, aligned interventions and supports targeted to meet identified student needs and readiness for college and careers. **1a**

G059830

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	AMO Math - All Students	2016-17	75.0
District-Wide	AMO Reading - All Students	2016-17	68.0
District-Wide	FCAT 2.0 Science Proficiency	2016-17	40.0
District-Wide	FAA Writing Proficiency	2016-17	50.0
District-Wide	Civics EOC Pass	2016-17	60.0
District-Wide	U.S. History EOC Pass	2016-17	25.0

Targeted Barriers to Achieving the Goal **3**

- Rigor demanded of new standards and an ever-changing work/world environment necessitates more creative and different approaches to teaching and learning.

Resources Available to Support the Goal **2**

- ETO iReady Reading and Math Edgenuity MyPath Edgenuity content licensing Edgenuity Grad Track

Plan to Monitor Progress Toward G3. **8**

Student and teacher academic data will be collected in Performance Matters and reviewed regularly for evidence of progression toward goals and the need to make adjustments. Intervention progress reports will be reviewed and analyzed quarterly.

Person Responsible

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Performance Matters; iReady and Edgenuity reports

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

G1. Improve access to digital technology to support classroom activities, individualized instruction, and small group learning. 1

G059834

G1.B1 Limited individual access to digital devices for instruction in every class. 2

B152635

G1.B1.S1 Collaborate with technology department to provide access to more digital technology as funding allows. 4

S164418

Strategy Rationale

Students should be exposed to the same technology expected to be used in the workforce if they are to be globally competitive.

Action Step 1 5

Determine resources necessary to individualize instruction with the use of digital technology.

Person Responsible

Sheantika Wiggins

Schedule

Semiannually, from 7/1/2016 to 9/1/2016

Evidence of Completion

Implementation of Technology plan

Action Step 2 5

As funding allows, purchase digital devices and technical support to further implement digital technology initiative.

Person Responsible

Rose Raynak

Schedule

Semiannually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Budget expenditure reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Fidelity of Implementation will be monitored through the availability and effective use of digital devices in classroom activities.

Person Responsible

Sheantika Wiggins

Schedule

Semiannually, from 8/17/2016 to 6/3/2017

Evidence of Completion

Usage reports from access to research-based interventions; classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

ITS Director will monitor need through inventory and requests from school leadership for additional devices and technical support.

Person Responsible

Sheantika Wiggins

Schedule

Semiannually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Inventory logs; usage reports.

G1.B1.S2 Analyze the benefits and/or disadvantages of implementing a district policy that allows students to bring technological devices to be used in the classroom as part of their daily instruction. 4

S192524

Strategy Rationale

Because we are compelled to ensure our students are 21st century and beyond ready, it is essential that the district search for novel, innovative methods to move towards a ratio of 1:1 as it relates to students and technology.

Action Step 1 5

Appoint a committee that will research, analyze, and evaluate the feasibility of creating and implementing a "bring your own device" policy.

Person Responsible

Sheantika Wiggins

Schedule

Annually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Notes, reports, meeting memos

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Committee's analyses of various bring your own device models and the development of a draft framework for Gadsden County Schools.

Person Responsible

Sheantika Wiggins

Schedule

Annually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Meeting agendas, committee rosters, minutes, reports, data analysis records, and draft framework for GCPS.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review results of committee work quarterly to ensure on-task completion of work

Person Responsible

Pink Hightower

Schedule

Quarterly, from 10/1/2016 to 6/30/2017

Evidence of Completion

The final report of the committee will be used as evidence of completion of work/assignment

G2. Improve Teacher Quality 1

G059831

G2.B1 The exponentially changing world of education and work is requiring continual adjustments to instruction and teaching skills for schools to be effective in producing students that are proficient and globally competitive. 2

B152632

G2.B1.S1 The district will continue to provide ongoing professional development in various formats during the school year. ETO specialists will model strategies in classrooms and assist with progress monitoring along with school leadership. The district will provide teacher/leader mentoring and training including lesson study, common planning, data analysis, classroom management, technology infusion (flipped/facilitated classrooms), and differentiated instruction based on student needs. 4

S164415

Strategy Rationale

Ongoing PD and regular progress monitoring are essential to improvement of teacher quality; high-level PD and PD tools are essential to facilitate improving teacher quality.

Action Step 1 5

Provide high-quality professional development to teachers and leaders through various formats and media

Person Responsible

Ms. Pauline West

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Improved student academic proficiency; retention of high quality and highly effective teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

District and school leadership will do classroom walkthroughs, provide progress monitoring, and work with staff to identify and provide the professional development necessary to raise teacher quality and academic proficiency.

Person Responsible

Schedule

Daily, from 8/15/2016 to 5/30/2017

Evidence of Completion

Improved proficiency in academics; increased levels of HQ status; increased retention of teachers/leaders

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

District leadership will work closely with school leadership to review teacher progress toward effectiveness and student progress toward academic proficiency on a regular basis.

Person Responsible

Ms. Pauline West

Schedule

Quarterly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Records of professional development completions Increased teacher quality Improved teacher evaluation results

G3. Improve academic proficiency through a standards-based instructional program with appropriate, aligned interventions and supports targeted to meet identified student needs and readiness for college and careers. 1

G059830

G3.B1 Rigor demanded of new standards and an ever-changing work/world environment necessitates more creative and different approaches to teaching and learning. 2

B152631

G3.B1.S1 Adopt a limited number of research-based interventions (core plus one) that are aligned to basal instruments and the new standards and which are directly related to student needs (identified by data) for them to become college and career ready. 4

S164414

Strategy Rationale

There is insufficient time and/or resources to implement a large number of interventions. Properly aligned interventions implemented with fidelity and targeted to student needs will better enable students to reach college and career readiness.

Action Step 1 5

Use data to make instructional decisions regarding resources necessary for identified student needs and changing work force requirements.

Person Responsible

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

Improved proficiency on district/state assessments; improved readiness for transition to each grade and college/careers.

Action Step 2 5

Align all interventions to Florida Standards and basal instruments.

Person Responsible

Schedule

Annually, from 7/1/2016 to 6/30/2017

Evidence of Completion

Written documentation of alignment of interventions to Florida Standards and basal instruments

Action Step 3 5

Progress Monitor regularly.

Person Responsible

Schedule

Quarterly, from 8/15/2016 to 6/3/2017

Evidence of Completion

Classroom walkthroughs; ETO site reports; faculty meeting minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

School and district leadership will review student academic data regularly to assess progress toward improved academic proficiency.

Person Responsible

Schedule

Quarterly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Improved academic proficiency; student progress/learning gains toward proficiency.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor instruction to determine its alignment with standards, rigor necessary to meet goals, and progression toward meeting goals.

Person Responsible

Schedule

Quarterly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Performance Matters; state assessment data; district assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.B1.S1.A1 A193477	Determine resources necessary to individualize instruction with the use of digital technology.	Wiggins, Sheantika	7/1/2016	Implementation of Technology plan	9/1/2016 semiannually
G3.B1.S1.A1 A193472	Use data to make instructional decisions regarding resources necessary for identified student needs...		7/1/2016	Improved proficiency on district/state assessments; improved readiness for transition to each grade and college/ careers.	6/30/2017 daily
G3.MA1 M153987	Student and teacher academic data will be collected in Performance Matters and reviewed regularly...		7/1/2016	Performance Matters; iReady and Edgenuity reports	6/30/2017 monthly
G1.B1.S2.MA1 M214155	Committee's analyses of various bring your own device models and the development of a draft...	Wiggins, Sheantika	7/1/2016	Meeting agendas, committee rosters, minutes, reports, data analysis records, and draft framework for GCPS.	6/30/2017 annually
G1.B1.S1.A2 A193478	As funding allows, purchase digital devices and technical support to further implement digital...	Raynak, Rose	7/1/2016	Budget expenditure reports	6/30/2017 semiannually
G2.MA1 M153986	Performance Matters data and personnel records will be reviewed regularly.	West, Ms. Pauline	7/1/2016	Improved teacher evaluation results Addition of more credentials Improved teacher effectiveness Improved student proficiency	6/30/2017 quarterly
G3.B1.S1.A2 A193474	Align all interventions to Florida Standards and basal instruments.		7/1/2016	Written documentation of alignment of interventions to Florida Standards and basal instruments	6/30/2017 annually
G1.B1.S2.A1 A234886	Appoint a committee that will research, analyze, and evaluate the feasibility of creating and...	Wiggins, Sheantika	7/1/2016	Notes, reports, meeting memos	6/30/2017 annually
G2.B1.S1.MA1 M153985	District leadership will work closely with school leadership to review teacher progress toward...	West, Ms. Pauline	7/1/2016	Records of professional development completions Increased teacher quality Improved teacher evaluation results	6/30/2017 quarterly
G1.B1.S1.MA1 M153997	ITS Director will monitor need through inventory and requests from school leadership for additional...	Wiggins, Sheantika	7/1/2016	Inventory logs; usage reports.	6/30/2017 semiannually
G2.B1.S1.A1 A193471	Provide high-quality professional development to teachers and leaders through various formats and...	West, Ms. Pauline	7/1/2016	Improved student academic proficiency; retention of high quality and highly effective teachers	6/30/2017 monthly
G2.B1.S1.MA1 M153984	District and school leadership will do classroom walkthroughs, provide progress monitoring, and...		8/15/2016	Improved proficiency in academics; increased levels of HQ status; increased retention of teachers/leaders	5/30/2017 daily
G1.MA1 M153998	Improved student achievement and progress on academic interventions and assessments	Wiggins, Sheantika	8/15/2016	Academic outcomes on interventions and assessments	5/30/2017 one-time
G3.B1.S1.MA1 M153989	Monitor instruction to determine its alignment with standards, rigor necessary to meet goals, and...		8/15/2016	Performance Matters; state assessment data; district assessments	5/31/2017 quarterly
G3.B1.S1.A3 A193475	Progress Monitor regularly.		8/15/2016	Classroom walkthroughs; ETO site reports; faculty meeting minutes	6/3/2017 quarterly
G3.B1.S1.MA1 M153988	School and district leadership will review student academic data regularly to assess progress...		8/15/2016	Improved academic proficiency; student progress/learning gains toward proficiency.	6/30/2017 quarterly
G1.B1.S1.MA1 M153996	Fidelity of Implementation will be monitored through the availability and effective use of digital...	Wiggins, Sheantika	8/17/2016	Usage reports from access to research-based interventions; classroom walkthroughs	6/3/2017 semiannually
G1.B1.S2.MA1 M276207	Review results of committee work quarterly to ensure on-task completion of work	Hightower, Pink	10/1/2016	The final report of the committee will be used as evidence of completion of work/ assignment	6/30/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

G2. Improve Teacher Quality

G2.B1 The exponentially changing world of education and work is requiring continual adjustments to instruction and teaching skills for schools to be effective in producing students that are proficient and globally competitive.

G2.B1.S1 The district will continue to provide ongoing professional development in various formats during the school year. ETO specialists will model strategies in classrooms and assist with progress monitoring along with school leadership. The district will provide teacher/leader mentoring and training including lesson study, common planning, data analysis, classroom management, technology infusion (flipped/facilitated classrooms), and differentiated instruction based on student needs.

PD Opportunity 1

Provide high-quality professional development to teachers and leaders through various formats and media

Facilitator

Pauline West

Participants

All teachers and leaders

Schedule

Monthly, from 7/1/2016 to 6/30/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

G1. Improve access to digital technology to support classroom activities, individualized instruction, and small group learning.

G1.B1 Limited individual access to digital devices for instruction in every class.

G1.B1.S1 Collaborate with technology department to provide access to more digital technology as funding allows.

TA Opportunity 1

Determine resources necessary to individualize instruction with the use of digital technology.

Facilitator

Dr. Wiggins, Deputy, K12 Supervisor, Federal Programs Director

Participants

All students

Schedule

Semiannually, from 7/1/2016 to 9/1/2016

TA Opportunity 2

As funding allows, purchase digital devices and technical support to further implement digital technology initiative.

Facilitator

Federal Programs Director and MIS Director

Participants

All students

Schedule

Semiannually, from 7/1/2016 to 6/30/2017

G3. Improve academic proficiency through a standards-based instructional program with appropriate, aligned interventions and supports targeted to meet identified student needs and readiness for college and careers.

G3.B1 Rigor demanded of new standards and an ever-changing work/world environment necessitates more creative and different approaches to teaching and learning.

G3.B1.S1 Adopt a limited number of research-based interventions (core plus one) that are aligned to basal instruments and the new standards and which are directly related to student needs (identified by data) for them to become college and career ready.

TA Opportunity 1

Use data to make instructional decisions regarding resources necessary for identified student needs and changing work force requirements.

Facilitator

District and school leadership, and teachers

Participants

All students

Schedule

Daily, from 7/1/2016 to 6/30/2017

TA Opportunity 2

Align all interventions to Florida Standards and basal instruments.

Facilitator

District Leadership Team; Instructional Leadership Team

Participants

All students and teachers

Schedule

Annually, from 7/1/2016 to 6/30/2017

TA Opportunity 3

Progress Monitor regularly.

Facilitator

School and district leadership.

Participants

All students and teachers.

Schedule

Quarterly, from 8/15/2016 to 6/3/2017

VII. Budget

Budget Data

1	G1.B1.S1.A1	Determine resources necessary to individualize instruction with the use of digital technology.	\$0.00
2	G1.B1.S1.A2	As funding allows, purchase digital devices and technical support to further implement digital technology initiative.	\$0.00
3	G1.B1.S2.A1	Appoint a committee that will research, analyze, and evaluate the feasibility of creating and implementing a "bring your own device" policy.	\$0.00
4	G2.B1.S1.A1	Provide high-quality professional development to teachers and leaders through various formats and media	\$0.00
5	G3.B1.S1.A1	Use data to make instructional decisions regarding resources necessary for identified student needs and changing work force requirements.	\$0.00
6	G3.B1.S1.A2	Align all interventions to Florida Standards and basal instruments.	\$0.00
7	G3.B1.S1.A3	Progress Monitor regularly.	\$0.00
Total:			\$0.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10d

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

Carter Parramore Academy



2016-17 School Improvement Plan

Carter Parramore Academy

631 S STEWART ST, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School 4-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	100%

School Grades History

Year	2015-16
Grade	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
N/A	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	N/A	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

In partnership with our families and communities, Carter-Parramore Academy will adhere to the principles of mutual respect, personal accountability, direct communication and community to help ensure a peaceful and safe atmosphere, a cohesive environment and an enriching learning experience. Our comprehensive and individualized services enable students to reach their potential and become responsible and productive adults.

b. Provide the school's vision statement

The vision of Carter-Parramore Academy as an alternative education and counseling program is to provide a supportive learning community for students who have chosen to continue their education in a non-traditional setting.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school's population is built on diverse cultures. We have students of different ethnic groups who study together and function as a unified student body. The teachers are able to infuse their background knowledge into the student body to help foster a positive social awareness climate around the school campus. The process starts from week one when students are acclimated to the alternative school environment. Teachers' expectations are set and classes are designed to blend all races. It is through the development of social activities and community based programs that cultural differences are bridged. This contributes to the success of our school.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Creating a safe and secure environment involves multiple facets of a school environment. We provide a positive school climate, establish norms, goals, values, and perform monthly school-wide safety drills. We have established excellent relationships between staff and parents and between staff and students. Additional school support from the community, including security officers, law enforcement and social agencies, has been an instrumental part of our school safety environment. Our standards for a safe school environment are associated with fewer student behavioral problems, increased academic success and higher rate of staff retention.

Our school is monitored with school cameras and security officers hours before school starts until hours after the school day has ended. All of these factors help to minimize disruptions and distractions. They help to promote an orderly and safe environment.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The core value system for student behavior is found in the student code of conduct book. The student code of conduct book is developed through the Gadsden County Schools District Office. The code of conduct book gives clear reference points for school wide infractions from minor to major. Carter

Parramore Academy also has in place a school wide action plan. This plan has steps to follow from step one through step five. It gives references to inappropriate behaviors and the consequences. The school also utilizes a behavioral management form. This form is a teacher friendly form for parent contact for minor infractions for parental involvement. To notify parents of behavior problems with students, discipline referral are placed in our student base management system, "SKYWARD" where parents/guardians can access this information by applying for parental access.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- The school utilizes a variety of methods. The school is provided, through the District's office ESE department, a variety of school wide representatives such as a speech and language counselor, school psychologist and district program specialist. CPA has a campus based mentoring program called "Brotherhood of Respect". Also external support comes from three organization - Brother2brother, Sister2sister and Girls Elite. CPA utilizes various partnerships. They are as follows:
Capital Youth Services – Counseling for a variety of issues
Disc Village – Counseling for substance and anger management
Appalachee Mental Health – counseling services
Big Bucks Program- Incentives program for student progress
Parent Expo – Parents, Students and Teachers/Staff collaboration time
School Advisory Council- Select Staff Members, Parents, Students and Community Leaders working to
guiding the school toward continuous improvement.
Investing In Our Youth - Girls With Power Program
Florida State University Presidential Scholars - tutoring and mentoring
Florida Agriculture & Mechanical University School of Business and Industries - mentoring
National Hook-up of Black Women - reading program

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

CPA's Early Warning System focuses on attendance, suspensions, failure rate in English Language Arts or Mathematics classes and scores on statewide standardized assessments in English Language Arts or Mathematics. Data will come from the following:

- Students with attendance below 90 percent
- Students that had one or more suspensions
- Students that have failed courses in English Language Arts or mathematics
- Student that scored a Level 1 on the statewide, standardized assessments in English Language Arts or Mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	1	2	7	11	22	22	23	16	20	124
One or more suspensions	0	0	0	0	1	2	16	15	22	8	8	11	6	89
Course failure in ELA or Math	0	0	0	0	1	3	5	10	13	8	6	3	5	54
Level 1 on statewide assessment	0	0	0	0	1	3	5	10	11	8	38	41	27	144

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	1	2	9	7	11	10	17	9	13	79

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- "No More D's" Program
- "The Art of Teaching" by Marzano (Book study)
- Positive Behavior Support and Response to Intervention (MTSS) Program
- Modified curriculum of coursework in academic content area which allows for doubling course offerings with the course period
- Edgenuity for course acceleration and recovery
- Florida Test Ready, ACT Prep Me and FCAT Explorer/Adaptive Curriculum for test preparation
- District Attendance Policy
- District Social Worker (for truancy)
- Partnership with external agencies (Gadsden County Juvenile Court System, DJJ, Gadsden County Probation Office, etc.) as intervention for deterring and reducing the number of unexcused absences and out of school suspensions
- ACT, SAT and PERT

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through the collaborative efforts of the community and schools, we foster quality learning opportunities to enhance stronger partnerships between both of these agents. Partnerships with local community agents are developed with the school participating in community based assemblies and community sponsored social awareness activities. Student achievement is developed and built upon through the community with curriculum assistance, career education information, student driven incentive programs and project based involvement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dowdell, Keith	Principal
Griffin, Edgar	Administrative Support
Henderson, Stacy	Teacher, K-12
Anderson, Millie	Other
Wiggins-Lee, Cleanita	
Williams, Ronnie	Teacher, ESE
Grant, Myra	Assistant Principal
Harrell, Frances	Administrative Support
Riggins, Vann	Administrative Support
Kirkland, Nahketah	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Key members are below; however, additional members may join the team at various stages depending on the situation and/or individual.

- Principal/Facilitator (Keith Dowdell/Myra Grant) - Opens the meeting by welcoming the referring teacher(s), parents, and student; describes what is to be accomplished at the meeting, and how long the meeting will last. guides the Team through the stages of the problem-solving process. Checks for agreement between team members at important discussion points during the meeting; maintains control of the meeting (e.g. requesting that participants not engage in side-bar conversations, reminding the team to focus its problem-solving discussion on those factors over which it has control ((e.g. classroom instruction)).

- Office Manager (Frances Harris) - Creates a record of the intervention meeting, including a detailed plan for intervention and progress-monitoring. Asks the Team for clarification as needed about key discussion points, including phrasing of teacher 'problem-identification' statements and intervention descriptions.

- Time-Keeper (Demetric Robinson) - Monitors the time allocated to each stage of the meeting and informs members when that time has expired.

- Guidance Counselor (Dr. Beverly Nash) - Meets with the referring teacher(s) briefly prior to the initial RTI Team meeting to review the teacher referral form, clarify teacher concerns; decide what additional data should be collected on the student; touches base briefly with the referring teacher(s) after the RTI Team meeting to check that the intervention plan is running smoothly.
- Behavior Specialists (Vann Riggins & Edgar Griffin) - Handles the logistics of RTI Team meetings, including scheduling meetings, reserving a meeting location; arranging coverage when necessary to allow teachers to attend meetings; and notifying Team members and referring teachers of scheduled meetings.
- General Education Teachers (2) - Provides information about core instruction, participates in student data collection, deliver Tier 1 instruction/intervention (Core Instruction and Universal Interventions), collaborates with other staff to implement Tier 2 interventions (Strategic and Targeted Group Interventions), and integrates Tier 1 materials/instruction with Tier 2/3 activities (Comprehensive and Intensive Interventions).
- ESE teacher (Ronnie Williams) - Participates in the data collection phase also, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers, especially through co-teaching.
- Program Specialist (Millie Anderson) - Serves as a resource person for interventions and evidenced-based strategies in working with all students, and a programming resource for ESE teacher; assists with the responsibility of keeping parents informed throughout entire process, monitoring ESE paperwork, and scheduling and conducting student study team (IEP) and manifestation conferences.
- Reading Coach - Identifies appropriate, evidenced-based intervention strategies; assist with the whole school screening programs that provide early intervention services for students to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, provide and participate in professional development, and provide support for assessment and implementation monitoring.

It is the responsibility of all participating members to ultimately develop an appropriate intervention plan that provides a solution for the problem.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Rtl Leadership Team includes the Assistant Principal, Behavior Specialist, Guidance Counselor, Teachers, ESE Teacher, School Psychologist, Program Specialist, Reading Coach as Needed, Speech Language Pathologist, and Parents.

The Rtl Team functions accordingly using the problem-solving method as follows:

Step 1: The team defines the problem by determining the discrepancy between what is expected and what is occurring. Ask "What is the problem?"

Step 2: The team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"

Step 3: Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implemented with integrity. Ask, "What are we going to do about it?"

Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on

the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

The District supports the school with funding for addressing school-wide initiatives beyond budget constraints and seeks support from district-level staff as needed.

Title I, Part A resources and services will be used to help students achieve a high-quality education and acquire the skills necessary to be successful beyond graduation. Requested resources will be used to hire teachers, provide teacher training, and pay for stipends that focus on raising student achievement levels. Professional development activities, such as NG-CAR-PD will be provided for the faculty members who are currently teaching in core academic areas other than reading.

Through the Title I, Part C-Migrant Education Program (MEP), funds, services and supports for students and parents have already been satisfied through the District. Because migrant students have the same risk factors as other minority students in our district and face additional challenges because of their frequent moves, we have established a partnership for liaison and academic services on a needs basis with local office (PAEC) for after-school and week-end tutorials and ESOL strategies classes. PAEC along with the District also promotes the coordination of educational and support services including the timely transfer of academic records.

The District provides funds through Title I, Part D from the Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk that support our efforts to improve educational services for students to: have the opportunities to meet the same challenging State academic content standards that all children are expected to meet; make a successful transition from institutionalization to further schooling; prevent them from dropping out of school; and assist dropouts or youths returning from correctional facilities with the follow-up services they need to continue their education as they transition to the regular school program.

Title II funds, through the District, have been used and will continue to be used for developing and implementing initiatives to assist in recruiting and retaining highly qualified teachers (particularly the annual job fair and the beginning and new teacher induction program). We propose to provide professional development activities to support common core state standards implementation and NG-CARPD training for the entire faculty. As a low performing school and the District's only alternative school site, we are also proposing to use funds to improve student academic achievement through the infusion of innovative and engaging technology-based learning tools and programs. Technology-based programs for teachers and students include PD360 (professional development), FCAT Explorer for test preparation, Performance Matter (assessment and progress monitoring), Adaptive Curriculum (mathematics and science for elementary- high school students) and Odyssey Ware (course credit recovery).

While less than 2% of the students in the school are English language learners, Title III services are provided to help ensure that they become English proficient and master the same challenging state/district academic content and standards as all other students.

The school will continue to seek Title X assistance through the Parent Services Department to provide resources (clothing, tutorials, social services referrals --- medical, dental, mental, domestic violence, etc., school supplies, etc.) for students identified as homeless under the Mc-Kinney-Vento Act to eliminate barriers for a free and appropriate education.

The district's academic intervention programs and funds are coordinated through the Title I program. CPA's intent is to utilize SAI funds to help students gain at least one year's growth of knowledge within the current school year. SAI providers have agreed to offer eligible students supplemental instruction strategies focusing on reading and mathematics remediation. Additionally, the school has

partnered with 21st Century Community Learning Centers through Tallahassee Community College. The 21st CCLC program will target elementary, middle and high school students exclusively for academic enrichment and recreation.

The school offers a number of preventative non-violence measures to combat violence among its students including the following: partnerships with local law enforcement agencies; the teen court program; a school resource officer; three security officers; administrator for discipline; and behavior specialist/part-time court liaison; counseling services (through Disc Village, CCYS and Apalachee Mental Health Center); implementation of the district student code of conduct, including a bullying policy; restrictive use of cell phones on campus; faculty and staff duty assignments during school; and the wearing of school uniforms.

The school participates in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) which Assist the district through a grant in providing nutritious meals to children free for first time ever regardless of economic status. All students are encouraged to participate to minimize the stress and anxiety often associated with hunger during the school day.

Through grant funding and a partnership with the Gadsden Technical Institute and Tallahassee Community College, students in grades 10 - 12 are allowed to enroll in programs such as GED preparation, Cosmetology, Small Engine Repair, Welding, Automotive Repair, Carpentry, Nail and Skin Technician, Business and Computer Applications (9-12), Health Care and Nursing, etc.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Tony Hannah	Business/Community
Ann Sherman	Business/Community
Hakim Smith	Business/Community
Arrie Battles	Business/Community
Frances Harrell	Education Support Employee
Shereka Hutley	Education Support Employee
Keith Dowdell	Principal
Rick Soskis	Business/Community
Charles Flowers	Business/Community
Bill Stinson	Business/Community
Lillie Jackson	Business/Community
Avonette Henry	Student
Whitney Branch	Teacher
Angela Phillips	Parent
Dorothy Woods	Parent
Donna Wright	Parent
Ardella Frison	Parent
Yesenia Quintero	Parent
Princess Pride	Parent
Rev. Dan Mackey	Parent
Catherine Washington	Parent
Tonya Green	Parent
Marcus Frye	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Based on the School Advisory Council's review, Carter-Parramore Academy did not not meet all of the goals that were set forth in the plan.

b. Development of this school improvement plan

The School Advisory Council assisted in the preparation and approval of the school improvement plan as required by the Florida Statutes. The Council helped to define adequate progress for the school and for each of the school's goals in the school improvement plan. Members also allowed input into the school's budget.

c. Preparation of the school's annual budget and plan

The School Advisory Council meets quarterly and on a as needed basis to discuss the progress of the school and prioritize projects as well as teachers request for funding to meet specific goals. In addition, the Principal in conjunction with the council serves to approve budget expenditures of the School Improvement Funds.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We did not receive any funds last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dowdell, Keith	Principal
Grant, Myra	Assistant Principal
Riggins, Vann	Teacher, K-12
Gee, Wendy	Teacher, K-12
Wiggins-Lee, Cleanita	Teacher, K-12
Williams, Ronnie	Teacher, ESE
Henderson, Stacy	Teacher, K-12
Chandler, Tamaria	Teacher, K-12
Allen, Raymond	Instructional Coach
Kirkland, Nahketah	

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Major initiatives include the following: initiating literacy activities across the curriculum; school-wide writing (augmentative and note-taking); engaging in peer coaching; conducting mini-workshops throughout the year; book studies; visiting schools who have had success with similar concerns; attending workshops/conferences on topics; modeling lessons in classrooms; analyzing and reviewing data; and sharing and reporting data.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

A school where teachers collaborate and provide real-life modeling of academic success in all subject areas. This dynamic creates a great environment for student learning. Our teachers are encouraged to plan and work together in order for students to reap the benefits of academic excellence. Efficient communication, development of shared meaning, improved teacher efficacy, a sense of belonging and enhanced understanding of students are strategic means that foster collaborative planning and instruction. Our teachers embrace the theory that the most effective way to achieve true collaboration between teachers is best achieved through a structured process for exchanging insights and content.

This factor promotes a positive working relationship between teachers and it facilitates a great learning environment.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Each teacher will complete a Professional Learning Plan (highlighting goals, strategies, and professional development needs) through PAEC online. Regular meetings with new and returning teachers will be scheduled to insure that teachers receive assistance to perfect their crafts. (Principal Keith Dowdell)
2. The leadership team will provide support for all instructional personnel. Newly hired and beginning teachers will be assigned to grade-level and department teams as well as highly qualified and effective mentors in their subject-area departments to introduce procedures of the school and to assist with academic planning/teaching, strategies/resources, and classroom management. (School Administrative leadership team)
3. Emerging and struggling faculty (less than 4 years of successful teaching experience) will be given coaching plans. The reading (English/Language Arts) coach and the mathematics interventionist will provide the data, instructional focus materials, and coaching/modeling/training assistance as needed throughout the year. The administrative team provides assistance through professional development throughout the year for all teachers.
4. The administrative team will provide routine observations (CWTs) with feedback and use data to guide the overall instructional delivery and assessment processes (Principal Keith Dowdell, Assistant Principal Myra Grant, Reading Coach Nekeshia Harris and Mathematics Interventionist Brenda Holt).
5. The district will improve opportunities for career and professional growth. After evaluations have been submitted, teachers with learning gains of 65% or higher will be given incentive pay as a reward. Bonuses will range from \$1000 to \$3000 (Principal Keith Dowdell and District RTTT Coordinator Angela Sapp).
6. Prior to first week of employment, the Personnel Department along with the Director hosts an orientation workshop for new hires to formally welcome them; complete necessary induction forms, applications, email apps; register for and practice using district communication tools such as Skyward and Performance Matters. Certification/licensure processing is also provided for those requiring temporary and/or permanent issuance of teaching certificates (District (Personnel/Professional Development Director, K-12 Director, and Deputy Superintendent).

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Planned mentoring activities include:

- 1) One-on-one mentoring in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and management; 2) demonstration, development and sharing model lessons; 3) co-teaching in another classroom; 4) planning and/or delivering professional development; 5) facilitating Professional Learning Communities (PLCs); 6) modeling lessons for teachers to students; sharing best practices and developing/sharing lessons plans; 7) collaborating with administration and colleagues on school-based activities to promote student engagement and parent /community involvement; 8) completing the district's Professional Teacher Competency Program.

Rationale for pairing:

Persons (peer teachers and mentees) generally have an established rapport. The peer teachers have highly effective classroom evaluations and 4 or more years of experience in teaching; They also have extensive background knowledge in NG-CARPD, NGSSS, FCAT test item specifications, assessment development and alignment to the Florida State Standards in the areas of Reading, Mathematics, Science and Social Studies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The District adopts a curriculum that is aligned with state standards and provided a planning guide for each subject. The school ensures teachers are using Florida Standards through implementation of lesson plans and resources. Lesson plans and instructional material are developed from Florida Standards. District textbooks, teacher resources, state, district and school tests incorporate material that is derived from Florida Standards. Accountability requirements helps us to ensure our school curriculum alignment mirrors the state requirements.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

In order to make well informed school wide decisions on how to differentiate instructional classes, we collect enormous amounts of data on students' attendance, behavior, test performances and teacher input. The data collected help teachers use results to identify and address learning difficulties and academic needs. Class instruction is modified through approaches such as Response to Intervention and the Florida Continuous Improvement Model. Both of these methods use tiered level of support, promotes individual success and allows frequent monitoring to tackle students' success. Students who are having difficulty are given extra assistance with academic support. We provide after school acadmic assistance, daily homework assignments, and Florida State Presidential Scholars' tutors who assist throughout the school day.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 150

Our plan of action involves using the 21st Century Learning Center Program and the Florida State University' Presidential Scholars to provide additional tutoring for our struggling students. Also, Edgenuity is used for students that need to recover courses as well as to gain additional credits. It is an after school program that is designed to enhance academic achievement for all students.

Strategy Rationale

This program exposes students to cultural and career activities and supplements with their regular high school curriculum. Florida State University Presidential Scholars with assist with tutoring and mentoring.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dowdell, Keith, dowdellk@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

- Attendance Rosters
- Student Test Scores
- Report Cards
- Mid Term Reports
- A/C/Z Data Sheets
- Monthly Data Chats
- Edgenuity Reports
- iReady Data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students, as well as parents, were briefed on the "No More D's" and "No Zero" Grading Policy during their enrollment into CPA. Once they are enrolled, parents will be notified immediately if a score below 70 is entered into the Skyward Database. Students are entered on the teacher's class watch list for monitoring to ensure additional resources are applied to assist student with subject matter. Within 96 hours, student must redo or retake the assignment for further assessment. If additional assistance is needed, students from FSU Presidential Scholar Program comes to school for one on one tutoring/mentoring. Every grading period, parent/student conferences are held with Principal to determine if additional resources are required and to what extend. At this point, mandatory assignments to different programs, such as after-school, become mandatory to ensure the student stays focus and does not fall behind. Once the student attains the level of being "caught up", the student begin the transition back to their home school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

CPA uses Career Cruiser, a career exploration resource used to promote career development for students at the elementary and middle school level. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. Charts display sample occupations in 17 career clusters. Occupational descriptions, average earnings, and minimum educational level required for the job are also listed. CPA also uses Florida CHOICES Planner, the state's career information delivery system and Florida Virtual Campus Learning Resources Center from Florida Colleges and Universities. They provide career and educational exploration and information as well. Florida CHOICES includes assessments for interests, skills, and values as well as information on careers and postsecondary education. Accountability reports for the school's management of student usage are retrievable from the Professional Tools section of CHOICES. FLVC includes career planning, college and career readiness, online courses, financial aid student services and a personal records portal for students.

At the end of students' eighth grade year, all are enrolled in personal accounts and trained to use the state's tool for college and career readiness and monitoring. Students can continue to access and use these accounts throughout their post-secondary career. Sites are accessible via the following sites: <https://secure.flchoices.org> and www.flvc.org.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Gadsden Technical Institute and Workforce Education has responsibility for the development of curriculum frameworks for career and technical education programs from middle school through AS degrees. These programs are organized into 16 Career Clusters. Each program curriculum framework includes the technical and academic skills that are essential to the career/occupation. These two institutions provide "What a student needs to know and be able to do" in their daily curriculums. Teachers incorporate the frameworks as they teach core academic content as applicable.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Gadsden is currently at the state's average total for graduates entering community colleges by the Fall of their graduation year (31%). Strategies for improving student readiness for the public post-secondary level based on annual analysis of the High School Feedback Report include:

- 1) Begin providing College Placement Testing and Post-secondary Education Readiness Test preparation during students' freshman year and continuing through their senior high year. After-school programs, similar to SES provider, that serve our students will also be encouraged to provide these services as well.
- 2) Host Career/College fair or expo on campus; invite all students in grades 4th - 12th.
- 3) Administer the ACT, SAT and PERT college placement and readiness tests to eligible 10th-12th grade students.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

CPA utilizes several different strategies for public postsecondary readiness by participating in ACT, SAT and PERT testing. During the year, tours to several local colleges and universities are sponsored to give students an insight on the environment of postsecondary schools.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** By utilizing Edgenuity as an alternative supplement to our curriculum and aligning the program to graduation requirements, transitioning our students to their home school will increase.
- G2.** If we transform the culture of our school, then we will see a decrease in the number of incident referrals by five percent and an increase in attendance by 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By utilizing Edgenuity as an alternative supplement to our curriculum and aligning the program to graduation requirements, transitioning our students to their home school will increase. **1a**

G082637

Targets Supported **1b**

Indicator	Annual Target
GPA above 2.0 - H.S.	30.0
High School Readiness	10.0

Targeted Barriers to Achieving the Goal **3**

Resources Available to Support the Goal **2**

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G2. If we transform the culture of our school, then we will see a decrease in the number of incident referrals by five percent and an increase in attendance by 10%. 1a

G082534

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	10.0
Dropout Rate	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of student attendance - Workable Parent Portal - No consistency with tutors and mentors
- Extended school day for after school program - Lack of Funds - Working Intercom System for Emergencies and Announcements

Resources Available to Support the Goal 2

- School wide motivational assemblies - 21st Century Program - Edgenuity - District Parent Portal - Community & Social agencies - Tutor and mentor assistance - Field Trips

Plan to Monitor Progress Toward G2. 8

- Surveys
- Skyward (attendance/grades notification)
- 21st Century attendance sheets,

Person Responsible

Keith Dowdell

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

- Attendance sheets - Higher number of honor roll students - Mentors and tutors evaluations

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

Total:

\$0.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10e

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

Chattahoochee Elementary School



2016-17 School Improvement Plan

Chattahoochee Elementary School

335 MAPLE ST, Chattahoochee, FL 32324

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	A	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

CES strives to empower student(s) to discover their interests and develop the talents necessary to pursue their goals and dreams.

b. Provide the school's vision statement

Chattahoochee Elementary School (CES) is to create excellence in students as we prepare them to succeed in tomorrow's world.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Chattahoochee Elementary School (CES) school climate survey and home language survey will provide insight of our students' cultural needs. Teachers make contact with parents at least twice a month through a variety of communication. Positive relationships will be established between the continued support of faculty and parents.

Our Parent expos communicate our mission and values and keep families abreast of the new Florida Standards and their child's academic progress.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

CES has a system in place for before and after school arrival with supervision at all times. The school has safety procedures in place and drills are performed on a monthly basis. Having students in uniform helps keep us alert of intruders on campus and makes us alert of our surroundings.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CES behavioral system is used in all classrooms. All classroom teachers follow a system of five points given daily. The area of points awarded are: attendance, on task behavior, participation in class, homework and school uniform. The points are added for a weekly total and students are rewarded every nine weeks and with mid nine weeks rewards. The rewards range from a field day to an amusement park fieldtrip.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At CES a guidance counselor is available to all students for counseling. The guidance counselor meets with teacher to discuss ways to help alleviate situations that may arise in the classroom. This year we have implemented the 2X10 strategy to help with the counseling and mentoring of students. Also, we have additional help from outside resources such as social workers and counselors that provide one on one counseling.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

CES early warning system indicators are attendance of students who miss three or more days and one or more suspensions from school. Students who miss three or more days from school and/or who have one or more suspensions miss quality instruction when they are not in class.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	3	3	1	2	2	2	0	0	0	0	0	0	0	13
One or more suspensions	1	0	3	3	5	5	0	0	0	0	0	0	0	17
Course failure in ELA or Math	2	0	4	2	0	0	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	1	1	0	0	0	0	0	0	0	0	2

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

In order to support attendance a letter is sent via certified mail to parents explaining school board policy and procedures when students miss days from school. Also, the counselor follows up with a phone call. The school offers free breakfast, lunch and snack. We have the fresh fruit and vegetable program where students receive a snack daily. To help support behavior and minimize suspension we have adopted the Positive Behavior Support (PBS) as a school-wide behavior program. Also, we implemented the 2X10 strategy to help with behaviors.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school works closely with the school district Parent Services and local partners in the community to secure and utilize resources to support the school and student achievement. Our partners include, but are not limit to: local churches, WBs Sport Bar & Grill, Pizza Hut, Focus Credit Union, Florida State Hospital, Women Club, Rotary Club and families of students.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Denson, Valencia	Principal
Rumph, Tameka	Guidance Counselor
Nelson, Rena	Instructional Coach
O'Bryan, Katie	Teacher, ESE

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- ESE Resource Teacher: to conduct intensive interventions with students of any age for any academic area, to organize meeting times and Rtl schedules, to provide 7 day advance notice for any parent conference or Rtl meetings, to record anecdotal and observational data, to give simple assessments to monitor students' progress throughout the duration of the interventions, to brainstorm and come up with creative solutions for Rtl interventions, to assist teachers with applying effective intervention strategies in class, graph results of intervention using grades and other collected data.
- Guidance Counselor: to assist with planning Rtl meetings, to complete referrals for various agencies for students who need intensive behavior management or other counseling needs, to conduct behavioral interventions for students with behavioral concerns, to complete classroom observations, and to help file all student paperwork.
- Academic Coach: to organize, interpret, and graph all school data, to brainstorm with the team and model how to conduct intensive interventions that meet common core state standards, to pull small groups or individual students during appropriate times of day to conduct interventions for math, reading, or science, to work closely with teachers making sure that they are conducting in-class interventions appropriately as outlined in the curriculum.
- Speech and language Pathologist: to complete speech and language testing for students who have completed an Rtl intervention and are moving into psychological testing to possibly be staffed for the ESE program, to brainstorm with the team and offer ideas for activities to conduct during interventions for students who seem to have speech or language issues.
- School Psychologist: to assist in determining if a student needs to be recommended for psychological testing and to conduct said tests within 60 days of having a consent for testing form

completed by the parent, to give tips or advice on how to better deliver an intervention whether academic or behavioral.

- Classroom Teacher: To conduct outlined interventions with fidelity following the curriculum, to document behaviors, to complete and enter all student grades so data may be reviewed, and to brainstorm with the team on how to accurately target students and identify in which areas students need assistance, to fill out all referral forms with the Rtl team.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

- In order to implement and monitor the MTSS system, any teacher or staff member that observes a need for an academic or behavioral intervention must first review individual student grades in conjunction with reading, math and science data as it compares to the average of the class. If there appears to be a significant problem or one student seems to be scoring or functioning below the rest of the class the teacher must fill out a student referral form to the MTSS/RTI team. The team includes the ESE resource teacher, guidance counselor, principal, school psychologist, Academic coach and at times a Speech Language Pathologist as well as classroom teacher and parents. At this point in time the parents are notified given a 7 day advance notice of a meeting time for their child. At the meeting the parents assist the team in completing a "Problem Solving/Rtl Worksheet" which requires detailed responses to problem identification, current levels of performance, peer levels of performance, Gap analysis between benchmarks and students, and benchmarks and peers. As well as including information about replacement behaviors or target skills offered, at what tier this issue will be addressed and with what information we will come to a decision about what needs to be done now as well as in the future. The sheet that we complete for each student after the "Problem Solving/Rtl worksheet" is the "Problem Analysis worksheet". The team talks together and based on available data gathered, interviews, observations, and testing to create hypothesis statements on possible reasons for students that are struggling. Our final worksheet we use in our process is the "Comprehensive Intervention Implementation". This worksheet is to compile exact information as to what will be done, when and where the intervention will occur, and who will conduct the intervention as well as deciding how information will be shared or monitored between team members in order to collect data frequently and decide if our plans are effective and meeting the needs of the individual students.

- In regards to the SIP structures for our school that address the effectiveness of core instruction, resource allocation (funding and staffing) teacher support systems, and small group and individual student needs we have many options. Our SIP is a flexible plan that allows room for adjustments or amendments to be made as necessary based again on student data and individual needs. Our coach is responsible for addressing the effectiveness of core instruction by either modeling or co-teaching with various classroom teachers to help them adjust to the new Journey's Common Core Reading Curriculum and make sure that they are able to deliver the lessons in a precise and efficient manner. We provide supports for teachers by conducting grade group meetings weekly to discuss student progression, class data, and individual students' performances and responses to various interventions. Resource allocation is handled by our principal. The coaches supply man supplemental reading or math materials for teachers to conduct interventions. We have also created a sort of "menu" that outlines optional supplemental curriculum used at Chattahoochee elementary for both reading and math that gives a detailed outline of programs offered, which areas they target, the frequency and intensity with which they must be delivered, as well as tools to use for recording data and student progression.

Chattahoochee Elementary coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including

providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports.

Chattahoochee Elementary coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Chattahoochee Elementary coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete training, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The school coordinates with the Title IV, Part B 21st Century Program to ensure a seamless system of instructional support for students who are struggling and need additional time with a different teacher and in a different way. There is ongoing communication between the teacher of record and the teacher providing afterschool instruction so that student weaknesses can be specifically addressed. There is a strong focus on project based learning to enhance student participation, engagement, and understanding.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/o have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are re mediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting. Adult education programs are part of the alternative program and are funded through state dollars at the technical center with recommendations coming from the alternative center as requested and/or necessary.

Chattahoochee Elementary has a strong safety program that includes Raptor identification at the front

desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

School improvement dollars are used in conjunction with Title II and Title I dollars to provide additional instructional coaches, behavior specialists, and other educational paraprofessionals to meet the additional goals of the school improvement grant. The program is closely coordinated with Title I so that there is no fragmentation of programs and no duplication of funding. Funding supports increased Response to Intervention, Positive Behavior Support, increased family participation, early warning systems, and performance incentives.

The AmeriCorps Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation.

The Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Valencia Denson	Principal
Isidora Mendoza	Parent
Shirley Kennedy	Parent
Steven Elder	Parent
Cheryl Jackson	Parent
Vira Wynn	Education Support Employee
Michael Houston	Parent
Rena Nelson	Teacher
Tameka Rumph	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

During our first SAC meeting, we reviewed last year SIP for revised goals and effectiveness in conjunction with 2015 FSA results.

b. Development of this school improvement plan

The School Advisory Council (SAC) meets four times a year to help develop, approve and monitor the school improvement plan and school's budget.

c. Preparation of the school's annual budget and plan

The school budget will be shared and SAC determines allocations for professional development for teachers as well as expenditures for instructional materials.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no funds allocated.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Denson, Valencia	Principal
Nelson, Rena	Instructional Coach
Rumph, Tameka	Guidance Counselor
O'Bryan, Katie	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

- To increase the number of proficient readers.
- To interpret data effectively in order to make teaching decisions.
- To enhance students' ability to become critical thinkers and independent readers.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

CES uses variety of strategies to encourage a positive working relationship between teachers and staff. We also hold weekly data meetings in order to aggregate data and continue the collaboration process. New staff members are paired with veteran teachers for support. We have establish a Beginning Teacher program for all newly hired personnel.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The principal completes a district form (Request to Advertise Form). The position is advertised on the district website for seven days. Upon the seventh day, the principal reviews the applicants application, transcripts, resumes and schedules an interview. The principal only schedule interviews with in-field highly qualified applicants. A team that consist of the principal and coaches conduct the interview using the district developed interview question form. Once all of the interviews have been completed, reference checks are done. The principal makes his/her final decision and the recommendation form is sent to the district personnel office.

Gadsden County Schools holds an annual Teacher Recruitment Day every summer. Local colleges and radio advertisement are ways the information gets out to the public.

In addition to recruiting staff I advertise or market my school on social media websites.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentee teachers are paired with veteran teachers for support through conferencing, review of weekly lesson plans/benchmarks, and modeling of effective strategies. The mentor will also have the opportunity to observe the mentee teaching strategies, provide feedback and coaching. Also, mentee will observe veteran teachers classroom at the school and around the district.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

CES ensures its core instructional programs and materials are aligned to Florida Standards during weekly common planning times. During these times the team discuss specific standards and ways to provide students rigorous instruction. The school also incorporates project-based learning at the end of each unit in Journeys Reading Program.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

CES uses data to drive instruction in all classes. The school provides baseline testing during the first week of school in subjects reading, writing, math and science. The data from these tests are used to provide differentiated instruction based on specific needs. Teachers give a pretest and post-test to track students growth on standard-based learning targets. In addition, a unit test will be given at the end of each unit. Small group instruction is provided in reading and math. Teachers continue to use the Florida Continuous Improvement Model (FCIM) to evaluate instruction and provide tutorial and/or enrichment.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 540

Reading Florida Standards are taught explicitly. Teacher use a variety of instructional tools to teach each standard. Some ways are through modeling best practices, such as peer teaching, videos, graphic organizer, and powerpoint presentation.

Strategy Rationale

As a result, students overall reading proficiency will increase.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Denson, Valencia, densonv@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

There is no data collected from this strategy. Teachers work with students based on needs or provide enrichment.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Pre-K Program offers students a developmentally appropriate learning environment that will prepare student for Kindergarten. Pre-K teachers conducted home visits of all students entering the Pre-K program prior to the start of school. DLM Pre-K curriculum is used to help students enhance their literacy skills.

Each year the Pre-K teacher and kindergarten teacher collaborates to help with transition. This collaboration includes vertical articulation and common planning time. To improve instructional strategies the pre-k teachers participate in professional development opportunities.

As the 5th graders transition to middle school, they are invited to tour the campus and meet the staff. The students are also given the opportunity to select classes for the upcoming school year upon promotion.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement.
- G2.** Identify at-risk students to provide support and intervention to increase achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement. 1a

G076501

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of consistency in the planning and delivery of instruction.

Resources Available to Support the Goal 2

- *Instructional Coach
- *Florida Standards Website
- www.fsassessments.org
- Focus Calendars
- Data Analysis Form

Plan to Monitor Progress Toward G1. 8

The team will continue to monitor data analysis forms and district assessment data.

Person Responsible

Valencia Denson

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Data chats with teachers and students

G2. Identify at-risk students to provide support and intervention to increase achievement. 1a

G076502

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Targeted Barriers to Achieving the Goal 3

- The percentage of students who missed three or more days of the 2014-2015 school year.

Resources Available to Support the Goal 2

- School Counselor
- Daily Attendance Roster
- Code of Conduct
- Skyward

Plan to Monitor Progress Toward G2. 8

Daily attendance roster, counselor log, Skyward, PBS Data

Person Responsible

Tameka Rumph

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Skyward and Counselor logs

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement. **1**

 G076501

G1.B1 Lack of consistency in the planning and delivery of instruction. **2**

 B200214

G1.B1.S1 Grade level PLCs focused on the development of highly engaging and rigorous lesson plans aligned with standards. **4**

 S211884

Strategy Rationale

Effective lesson planning and delivery through purposeful standards based instruction in core will increase student engagement and achievement.

Action Step 1 **5**

Provide weekly facilitated planning PLCs

Person Responsible

Valencia Denson

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Walkthroughs, Lesson Plans, Data Analysis Form

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Posted Lesson Plans, Submitted Data Analysis Form

Person Responsible

Valencia Denson

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Walkthroughs, Lesson Plan, Data Analysis Form

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Walkthroughs, Weekly Assessment, Data Analysis Form

Person Responsible

Rena Nelson

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Weekly Assessments

G1.B1.S2 Focus Calendar and Data Analysis Forms 4

S229927

Strategy Rationale

This allows teachers to target skills that students may not have mastered. Data Analysis forms drives the instruction for the upcoming week.

Action Step 1 5

The teachers follow the calendar and submit the data at the end of each week.

Person Responsible

Valencia Denson

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Data Analysis Forms

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The data forms will be discussed in grade level meetings.

Person Responsible

Valencia Denson

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Data from weekly assessments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Data forms will be emailed to the principal on a weekly basis.

Person Responsible

Valencia Denson

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Data from weekly assessments.

G2. Identify at-risk students to provide support and intervention to increase achievement. 1

G076502

G2.B1 The percentage of students who missed three or more days of the 2014-2015 school year. 2

B200217

G2.B1.S1 Conduct conferences for students identified as having three or more absences in order to provide support for parents as needed. 4

S211885

Strategy Rationale

Students who miss school on a regular basis are at risk for potential academic failure.

Action Step 1 5

Guidance counselor will conduct a conference with parents of students who miss three or more days.

Person Responsible

Tameka Rumph

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Attendance in Skyward, Conference Notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The principal will review conference log of parent conferences and the results.

Person Responsible

Valencia Denson

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Counselor notes and logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Attendance in Skyward will be monitored to verify students' effectiveness.

Person Responsible

Tameka Rumph

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Counselor phone logs, Counselor notes, Attendance in Skyward

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1 M256390	The team will continue to monitor data analysis forms and district assessment data.	Denson, Valencia	8/22/2016	Data chats with teachers and students	5/26/2017 biweekly
G2.MA1 M256393	Daily attendance roster, counselor log, Skyward, PBS Data	Rumph, Tameka	8/22/2016	Skyward and Counselor logs	5/26/2017 weekly
G1.B1.S1.MA1 M256388	Walkthroughs, Weekly Assessment, Data Analysis Form	Nelson, Rena	8/22/2016	Weekly Assessments	5/26/2017 weekly
G1.B1.S1.MA1 M256389	Posted Lesson Plans, Submitted Data Analysis Form	Denson, Valencia	8/22/2016	Walkthroughs, Lesson Plan, Data Analysis Form	5/26/2017 weekly
G1.B1.S1.A1 A264441	Provide weekly facilitated planning PLCs	Denson, Valencia	8/22/2016	Walkthroughs, Lesson Plans, Data Analysis Form	5/26/2017 weekly
G2.B1.S1.MA1 M256391	Attendance in Skyward will be monitored to verify students' effectiveness.	Rumph, Tameka	8/22/2016	Counselor phone logs, Counselor notes, Attendance in Skyward	5/26/2017 biweekly
G2.B1.S1.MA1 M256392	The principal will review conference log of parent conferences and the results.	Denson, Valencia	8/22/2016	Counselor notes and logs	5/26/2017 weekly
G2.B1.S1.A1 A264442	Guidance counselor will conduct a conference with parents of students who miss three or more days.	Rumph, Tameka	8/22/2016	Attendance in Skyward, Conference Notes	5/26/2017 weekly
G1.B1.S2.MA1 M295400	Data forms will be emailed to the principal on a weekly basis.	Denson, Valencia	8/22/2016	Data from weekly assessments.	5/26/2017 weekly
G1.B1.S2.MA1 M295399	The data forms will be discussed in grade level meetings.	Denson, Valencia	8/22/2016	Data from weekly assessments.	5/26/2017 weekly
G1.B1.S2.A1 A293137	The teachers follow the calendar and submit the data at the end of each week.	Denson, Valencia	8/22/2016	Data Analysis Forms	5/26/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Ensure curriculum, instruction, assessments are delivered with a focus on continuous improvement of student engagement and academic achievement.

G1.B1 Lack of consistency in the planning and delivery of instruction.

G1.B1.S1 Grade level PLCs focused on the development of highly engaging and rigorous lesson plans aligned with standards.

PD Opportunity 1

Provide weekly facilitated planning PLCs

Facilitator

Valencia Denson

Participants

Prek-5th Grade Teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	Provide weekly facilitated planning PLCs	\$0.00
2	G1.B1.S2.A1	The teachers follow the calendar and submit the data at the end of each week.	\$0.00
3	G2.B1.S1.A1	Guidance counselor will conduct a conference with parents of students who miss three or more days.	\$0.00
Total:			\$0.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10f

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

East Gadsden High School

27001 BLUE STAR HWY, Havana, FL 32333

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	F*	D	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Priority	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	Planning	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To educate and produce future leaders

b. Provide the school's vision statement

East Gadsden High School is where the faculty, staff, and community work as a cohesive unit to inspire and produce world-class achievers.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which East Gadsden High School learns about students' culture and builds relationships between teachers and students is promoting diversity through onsite clubs and committees such as the Multi-Cultural Committee, the Student Government Association, the Beta Club, the Key Club, the National Honor Society, and Mu Alpha Theta Mathematics Honor Society. Student with disabilities are paired with faculty and staff mentors through the Check-and-Connect Program. Diversity is also promoted through the observance of Black History Month, Cinco De Mayo, and the May Day Festival.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

East Gadsden High School creates an environment where students feel safe and respected by administrators and security officers greeting students out in front of the school, the courtyard, and at the bus ramp each morning and afternoon. Additionally, teachers and Behavior Specialists are posted around the campus and outside their classroom doors greeting students as they enter campus and classrooms throughout the day. East Gadsden High School has a full-time Resource Officer on campus who meets with students and family members to provide a safe place for students to express concerns and receive support.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

East Gadsden High School follows the Gadsden School District Student Code of Conduct. In addition, East Gadsden has the following behavioral systems in place:

- Continuous monitoring of student movement
- Faculty and staff visibility throughout the school day
- Full-time student resource officer
- Barkley Security officers
- Well lit campus
- Security cameras
- Continuous supervision before, during and after school
- Full-time in-school suspension program
- Administrators strategically placed throughout the campus

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

East Gadsden currently has four full-time School Counselors, one full-time school Social Worker, one School Psychologist, four full-time Behavior Specialists and one School Nurse to ensure the social-emotional needs of all students are met. The school practices an open-door policy in which the students can request assistance at any time. Teachers also utilize the Gadsden County School District's Social Work Referral Form to address excessive absences.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

East Gadsden's Early Warning System signals whether students are off-track through their attendance, behavior, and course/standardized testing performance. The Early Warning System focuses on absenteeism, student failure rate, grade point average, student behavior, drop-out rate, and pass/failure rate of standardize testing.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	14	15	8	5	42
One or more suspensions	0	0	0	0	0	0	0	0	0	199	108	72	43	422
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	35	11	12	1	59
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	296	319	243	25	883

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	200	134	100	25	459

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

East Gadsden High School faculty and staff monitors attendance each period using Skyward. The Administrative Team requires a list of all students who scored below a letter grade of C in any course. Progress Reports are sent home once per nine weeks. Teachers conduct data chats needed to inform students of their current academic standing in the class. School Counselors review and monitor students' G.P.A. by grade level. The Administrative Team monitors and reviews student behavioral documentation. An In-School Suspension program is provided for initial intervention. Standardized testing is monitored through Performance Matters (Unify) by teachers, the Reading Coach, and the Administrative Team. District baseline, mid-year, and end-of-year assessments are used to predict students' success on standardized testing.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Student Advisory Council (SACS) is used to build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. SACS members consist of parents as well as business and community members who are representative of the ethnic, racial, and economic community served by the school. The other members of the SAC consist of the principal and school personnel. Other partnerships with the community include the STEM program, SSTRIDE, FSU Upward Bound, FAMU Talent Search, the National Hookup of Black Women, Men of Distinction, JROTC, TCC Dual Enrollment, and the Athletic Program.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Sonya	Principal
Jones, Pamela	Assistant Principal
Farmer, Erica	Teacher, K-12
Sherman, Tammy	Teacher, K-12
Farmer, Claudette	Teacher, K-12
Thomas, Linda	Teacher, ESE
Riggins, Sandra	Assistant Principal
Shaffer, Deborah	Assistant Principal
Nogowski, John	Teacher, K-12
Hogan, Elliot	Teacher, K-12
Bradwell, James	Teacher, K-12
Trotter, Trinika	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal meets with the leadership team on a monthly basis to discuss academic, discipline, and attendance issues. Team members take back the information from the Leadership Team meetings to their departments. Members of the Administrative Team perform walk-throughs weekly and provide immediate feedback for plan of action. The team also attend and plan common department meetings.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will function accordingly using the Problem-Solving Method as follows:

Step 1. The team defines the problem by determining the discrepancy between what is expected and what is occurring.

Step 2. The team analyzes the problem using data (attendance, discipline, academics) to determine why the discrepancy is occurring.

Step 3. Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored.

Step 4. Use progress monitoring data (attendance, discipline, academics) to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan.

Some of the resources East Gadsden High School utilize include the current textbook adoptions aligned with ELA and Math standards. CPALMS is also used to align instruction to the standards. An additional resource like Edgenuity is being used to provide students the opportunity to recover credits that will help students graduate on time. Training has been provided to teachers on the Achieve3000 program that targets reading instruction. We also utilize Edivate as a necessity for instructional training and Professional Development. Teachers utilize complex texts to engage students in rigorous reading passages which includes analyzing and synthesizing of higher order questions. Administrators monitor instructional practices utilizing a weekly rotational walk-through schedule.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sonya Jackson	Principal
Angela Burgess	Parent
Emmanuel Sapp	Business/Community
Brown, Terrance	Parent
Farmer, Erica	Teacher
Flowers, Rev. Charles	Business/Community
Jackson, Dee	Parent
Jones, Pamela	Education Support Employee
Perkins, LaKysa	Parent
Randolph, Patricia	Parent
Saenz, Debbie	Parent
Saunders, Byron	Parent
Sherman, Tammy	Teacher
Showers, Jerome	Business/Community
Showers, Tynease	Business/Community
Tribue, Rosemary	Business/Community
Esquivel, Lucia	Education Support Employee
Finch, Lacshauna	Parent
Gainous, Al'Kendreana	Student
Jackson, Shelia	Parent
Porter, LaTasha	Parent
Powell, Jeff	Parent
Smith, Angela	Parent
Williams, Doreatha	Parent
Robinson, Mimi	Parent
Cooper, Kimberly	Parent
Chandler, Cedric	Student
Shaffer, Deborah	Education Support Employee
Riggins, Sandra	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Based on the SACS review the school did not meet all of the goals that were set forth in the plan.

b. Development of this school improvement plan

The School Advisory Council provides support and input into the development of the school improvement plan. They also help to monitor student progress and operational affairs of the school. Periodically the council assists in making necessary corrections and updating of the plan.

c. Preparation of the school's annual budget and plan

The School Advisory Council meets quarterly to discuss the progress of the school and prioritize projects as well as teachers requests for funding to meet specific goals. In addition, the council in conjunction with the principal serves to approve budget expenditures of the School Improvement Funds.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

A budget was created last year, however none of the funds were allocated.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jackson, Sonya	Principal
Simmons, Peggy	Instructional Media
Sherman, Tammy	Teacher, K-12
Thommen, John	Teacher, K-12
Farmer, Erica	Instructional Coach
Jones, Pamela	Assistant Principal
Riggins, Sandra	Assistant Principal
Black, O'Hara	Teacher, K-12
McDaniel, Michael	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Reading Leadership Team at East Gadsden High School will focus on two major initiatives this year. Writing and explicit vocabulary instruction has been embedded across the curriculum to strengthen student academics. The school also conducts mini-workshops (PLC's) throughout the year on research-based strategies for best practices. In addition, we attend workshops/conferences, model lessons in classrooms, analyze and review data, and share and report data. Some of the reading initiatives for this year include: Math and Science Night, Reading and Math Workshops, Celebrate Literacy Week Florida, Reading, Math, and Science Brain Brawls.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All faculty actively participates in Professional Learning Communities (PLC) and ongoing Professional Development (PD). Departments are required to meet at least twice a month to collaborate and plan for instruction. PLCs include the Assistant Principal for Curriculum, the Reading Coach, teachers, and other educational partners (ETO, DA Team, etc.). During PLCs data is analyzed and individual teacher's needs are addressed.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Newly hired and beginning teachers are provided with a faculty/staff handbook that aligns with the school's mission and vision. During pre-planning week, teachers attend extensive trainings and work collaboratively with their subject/departments. Teachers are placed on various committees and receive support from veteran faculty and staff members. They are also assigned a mentor which provides new teachers with a go-to-person for questions, concerns, and support.

The Reading Coach will provide the data, instructional focus materials, and coaching/modeling/training assistance as needed throughout the year. The administrative team provides assistance through professional development, routine observations (CWTs) and feedback, and the use of data to guide the overall instructional delivery and assessment process.

School-level administration and district-level administrators will provide ongoing, high-quality, job-embedded professional development that is aligned to the school's instructional program and designed to ensure staff is equipped to facilitate effective teaching and learning. The school will take advantage of Job Fair opportunities provided by Tallahassee Community College, Florida State University, Florida A&M University, and/or Workforce Development.

EGHS will provide opportunities for teachers to be trained in Clinical Ed so that we can partner with Flagler College, FAMU, FSU and TCC in an effort to retain teachers in critical areas.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

EGHS utilizes one-on-one mentoring in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and record keeping.

Additional planned mentoring activities:

1. Develop and share model lessons
2. Co-teaching
3. Provide professional development
4. Facilitate the lesson study process
5. Shared best practices
6. Develop and share learning scales/rubrics
7. Facilitate student engagement activities/products
8. Model teacher evaluation components

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

East Gadsden High School ensures its core instructional programs and materials are aligned to Florida Standards during bi-weekly PLC/common planning times. During these meetings, the leadership team representatives and department level teams focus on student performance and content instruction.

The district based Education Transformation Operations (ETO) team assists with progress monitoring the use of core instructional programs with fidelity. In addition, instructional teams use the FSA Test Item Specification and district-based EOC outlines. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

East Gadsden High School uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first grading period of school, all students are given baseline assessments in English/Language Arts, mathematics, social studies, and science. The data provided from these assessments will be used to differentiate instruction based on proficiency level. After the baseline assessments, teachers will give bi-weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Students who are performing at a low proficiency level will receive response to intervention specific to their needs during MTSS. The department teams will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 19,440

The Florida State University Upward Bound Program at East Gadsden High School has operated since 1989. The Upward Bound Program is designed to enhance the academic and personal skills of high school students while preparing them for college admission, retention, and graduation. Also, EGHS utilizes 21st Century Afterschool program to provide tutorial practice in the areas of ELA, Reading, Math, and Science. The program is open to 9th through 12th grade students.

Strategy Rationale

This program exposes students to cultural and career activities, and supplements their regular high school curriculum. Mentors are assigned to the campus to help student stay focused and also provides assistance with their core studies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Riggins, Sandra, rigginsa@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance rosters, report cards, student test scores, and college acceptance letters.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

East Gadsden provides the following strategies to support incoming cohorts:

- Ninth Grade Academy
- Guidance Counselor visits the feeder middle schools
- Ninth Grade Orientation
- Administrative Chats to discuss student expectations
- Incoming eighth graders visit the school prior to entering ninth grade

East Gadsden provides the following strategies to support outgoing cohorts:

- Guidance Counselor conducts individual academic audits
- Dual Enrollment
- SSTRIDE
- STEM
- FSU Upward Bound
- FAMU Talent Search
- Graduation Rate Tracking
- Industry Certifications
- JROTC
- College Fairs

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

EGHS conduct career fairs annually to raise awareness of college and career opportunities. In addition, the counselors work in conjunction with the surrounding colleges and community members to obtain scholarships and Financial Aid awards for students. The Guidance Department provide brochures and other literature relating to colleges, careers, and military opportunities. We also are strategic with student course selections ensuring students in 9th grade begin to be tracked based on their interests upon entering high school (AP, CTE, Dual Enrollment courses).

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

EGHS provides various career and technical education courses that would lead to students earning certification. The courses and certification are as follow:

- Introduction to Information Technology, Administrative Office Technology 1, Business Software Application, Accounting Application 1, Financial Operations (Microsoft Office Specialist Certification)
- Nursing Assistant, Health Science Anatomy & Physiology, and Health Science Foundations (Certified Nursing Assistant)
- Culinary Arts 1, 2, and 3 (Serve Safe Certification)
- Plant Biotechnology, Agriculture Biotechnology 2 & 3, and Agriculture Foundations (Certified Agriculture Technician & Horticulture Certification)
- Digital Design 1, 2, 3, & 4 (Digital Design Certification)

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

EGHS students are given an opportunity to choose a career path and based on their interests, students are placed in those courses. For example, students who are interested in a career in business are placed in Introduction to Information Technology.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The report is analyzed by the Administrative Team and the Senior School Counselor who looks for areas of concern and make changes for the coming year. This year students are placed in Intensive Reading courses with the intent that they will receive strategies which will help them improve their test scores on the FSA Reading test or make the concordant score on the ACT/SAT for graduation.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

EGHS demonstrates strength in the number of Industry Certification and Graduation Rate. Whereas we continue to exhibit weaknesses in the area of academics which include the passing of the Algebra 1 EOC, Algebra 2 EOC, Geometry EOC, Biology EOC, US History EOC, and on the FSA ELA Reading and Writing Assessments.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

One of the underlying or "root causes" our school struggles in these areas is the level of preparedness upon students entering high school. Data has found that a large number of students are lacking foundational skills necessary to making connections and bridge gaps between one skill to another. For example, a large number of students who enter ninth grade are one to two grade levels behind in reading and math.

In addition, the level of instruction is not rigorous enough to prepare students to score at a satisfactory level or above on FSA ELA Reading and Writing and EOC Assessments.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing.
- G2.** If a rigorous curriculum is implemented, at least 60% of all high school students will graduate with their cohort, college and career ready.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing. 1a

G079594

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0
Algebra I FSA EOC Pass Rate	17.0
Bio I EOC Pass	21.0
U.S. History EOC Pass	31.0

Targeted Barriers to Achieving the Goal 3

- Implementation of best practices regarding content area literacy strategies from professional development.
- Large number of new and beginning teachers
- Excessive amount of testing compromises the amount of time for instructional delivery and time on task.
- Limited access to technology

Resources Available to Support the Goal 2

- Florida Standards Course Descriptions, CPALMS, District Adopted Materials, and Subject related materials (leveled readers)
- Resources used include but are not limited to Collections, ACT PrepMe, SAT Prep, Achieve3000, Biology Prep

Plan to Monitor Progress Toward G1. 8

EGHS will use data from EOC and FSA Reading and Writing during the Fall, Winter, and Spring administrations to measure progress towards meeting the goal.

Person Responsible

Pamela Jones

Schedule

Triannually, from 9/12/2016 to 6/2/2017

Evidence of Completion

EOC and FSA Reading and Writing Test Scores

G2. If a rigorous curriculum is implemented, at least 60% of all high school students will graduate with their cohort, college and career ready. 1a

G079595

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	80.0
Dropout Rate	1.0
College Readiness Reading	55.0
College Readiness Mathematics	27.0

Targeted Barriers to Achieving the Goal 3

- Under-utilization of resources pertaining to best practices regarding higher order questioning strategies.
- The use of knowledge gained from professional development is not being used with fidelity.
- The community is not fully utilized in support of student performance.

Resources Available to Support the Goal 2

- Florida Standards Course Descriptions, CPALMS, District Adopted Materials, and subject related materials (leveled readers). Additional resources used include Florida Collections, ACT PrepMe, SAT Prep, Achieve3000, and leveled informational text.

Plan to Monitor Progress Toward G2. 8

Data from walk-throughs will be used to calculate the percent of classrooms that are actively using focus and essential questions. The percentages of classrooms using essential and focus questions will be used to determine the progress toward meeting the goal.

Person Responsible

Pamela Jones

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk-through monitoring forms and lesson plans

Plan to Monitor Progress Toward G2. 8

Walk-throughs, lesson plans, pacing guides will be monitored for use of Webb's Depth of Knowledge

Person Responsible

Sandra Riggins

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, pacing guides and walk-throughs will be monitored for use of Webb's Depth of Knowledge.

Plan to Monitor Progress Toward G2. 8

Formal observations, walk-throughs, lesson plans will be collected and reviewed throughout the year.

Person Responsible

Sonya Jackson

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Formal observations, walk-throughs, and lesson plans will be monitored

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing. **1**

 G079594

G1.B1 Implementation of best practices regarding content area literacy strategies from professional development. **2**

 B209907

G1.B1.S1 A school-wide initiative to survey and monitor all teachers to determine areas of instructional needs will be utilize to plan professional development that targets best practices and ensure implementation. **4**

 S221753

Strategy Rationale

The rationale behind this strategy is that student performance on standardized tests are not satisfactory. Therefore, we want to ensure teachers are knowledgeable of the content that is being assessed and the most effective method of teaching the content.

Action Step 1 **5**

A school-wide professional development calendar will be followed to address implementation of best practices.

Person Responsible

Erica Farmer

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets from monthly professional development trainings, data meetings, Professional Development Calendar, lesson plans, along with classroom walk-throughs.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

A school-wide professional development calendar will be planned and followed. Teachers will be monitored during instructional walk-throughs by the Administrative Team and the Reading Coach.

Person Responsible

Sandra Riggins

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets from Best Practices trainings, lesson plans, walk-through feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Administrative Team will follow an Instructional Classroom Walk-through Rotational Schedule to ensure strategies learned during Professional Development are implemented with fidelity.

Person Responsible

Sonya Jackson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Instructional Walk-through Rotational Schedule, Observation sheets, Focused Classroom Walk-through Sheet, Test Scores

G1.B2 Large number of new and beginning teachers 2

B209908

G1.B2.S1 Provide new and beginning teachers with a high level support system through mentoring, professional development, and instructional feedback through classroom walk-throughs and observations. 4

S221754

Strategy Rationale

A large number of new and beginning teachers reduces the ability to build capacity within the school. With so many teachers coming and going, learning the standards and "the way we do things" at the school becomes a problem. Providing teachers with the support they need will help them feel like they are a part of a learning environment that nourishes and prepare educators to be successful on the job.

Action Step 1 5

All new and beginning teachers will be partnered with a mentor, assigned to a department, and provided feedback from instructional walk-throughs.

Person Responsible

Sandra Riggins

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lab Schedule, Computer Reports, Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Mentor and beginning teachers will be scheduled to meet bi-weekly.

Person Responsible

Erica Farmer

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Mentor/Beginning Teacher Log-in Sheets, Mentor Notebooks

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Administrative Team will periodically check the Mentor Logs and Mentor Notebooks as well as Department Meeting Minutes.

Person Responsible

Sandra Riggins


Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Walk-throughs, Mentor Logs, Mentor Notebooks, Meeting Minutes

G1.B3 Excessive amount of testing compromises the amount of time for instructional delivery and time on task. 2

 B209909

G1.B3.S1 Increase the pass rate of students who take an EOC or tenth grade FSA ELA Reading and Writing Assessment. 4

 S221755

Strategy Rationale

If most students pass the state standardized assessments when offered in the spring, then less students will have to be scheduled for retake assessments in the fall and winter administrations. This alone will increase instructional time for teachers and students.

Action Step 1 5

Collaborate with teachers on instructional strategies that will help students be successful on the reading and mathematics standardized assessments.

Person Responsible

Pamela Jones

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Testing Schedule, and Minutes from meetings

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Ensure teacher's knowledge of standards being tested are unpacked in their content area meetings and their lesson plans.

Person Responsible

Sandra Riggins

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Meeting minutes from content area meetings, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Administrative Team will review lesson plans and meeting minutes.

Person Responsible

Deborah Shaffer

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, meeting minutes

G1.B4 Limited access to technology 2

B209911

G1.B4.S1 Purchase more laptops for instructional use. 4

S221757

Strategy Rationale

There is not enough hardware to accommodate the needs of the students.

Action Step 1 5

The school will purchase two to three laptop carts per year.

Person Responsible

Sonya Jackson

Schedule

Annually, from 8/1/2016 to 6/2/2017

Evidence of Completion

Purchase Orders

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

EGHS will assess the quality and quantity of the laptops on campus.

Person Responsible

Peggy Simmons

Schedule

Semiannually, from 9/6/2016 to 6/2/2017

Evidence of Completion

Technology Inventory

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The Administrative Team will express our needs for additional laptops to the district office no later than March 2017.

Person Responsible

Sonya Jackson

Schedule

Semiannually, from 8/15/2016 to 3/31/2017

Evidence of Completion

Purchase order

G2. If a rigorous curriculum is implemented, at least 60% of all high school students will graduate with their cohort, college and career ready. 1

G079595

G2.B1 Under-utilization of resources pertaining to best practices regarding higher order questioning strategies. 2

B209912

G2.B1.S1 Create and/or utilize a rigorous and relevant curriculum that prepare students to be graduates and or career ready. 4

S221758

Strategy Rationale

We want to increase the number of graduates and prepare students for a career beyond high school.

Action Step 1 5

Teachers will create lessons utilizing Webb's Depth of Knowledge to prepare students to be successful in all content areas.

Person Responsible

Pamela Jones

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Common board with essential and focus questions in all classrooms; Lesson Plans; Feedback from classroom walk-throughs and Lesson Plans feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Administrative Team will ensure that teachers are actually teaching what is stated in their lesson plans.

Person Responsible

Sandra Riggins

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Focused Classroom Walk-throughs will be utilized to provide feedback to teachers in areas concern.

Person Responsible

Sandra Riggins

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, walk-through feedback forms

G2.B2 The use of knowledge gained from professional development is not being used with fidelity. 2

B209913

G2.B2.S1 All professional development training will have follow-up activities. 4

S221759

Strategy Rationale

In an effort to monitor the use of strategies gained from professional development, follow-up activities will be required.

Action Step 1 5

Monitor and/or review implementation of professional development follow-up activities with fidelity.

Person Responsible

Pamela Jones

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk-throughs, Lesson Plans, observations, minutes from department meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Follow-up activities will be monitored by the Administrative Team and the Reading Coach.

Person Responsible

Erica Farmer

Schedule

Every 6 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Print out of follow-up activities via PAEC

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Follow-ups will be discussed in Administrative Team Meetings.

Person Responsible

Sonya Jackson

Schedule

Every 2 Months, from 8/15/2016 to 6/2/2017

Evidence of Completion

Meeting agendas

G2.B3 The community is not fully utilized in support of student performance. 2

 B210926

G2.B3.S1 Begin to provide information to parents and community members about student performance and the requirements for graduation. 4

 S222947

Strategy Rationale

Parents and community members lack the understanding of the rigorous requirements for students to be graduation, college, and career ready.

Action Step 1 5

The Administrators of East Gadsden will inform parents and community members of the requirements to earn a standard high school diploma.

Person Responsible

Sonya Jackson

Schedule

Semiannually, from 7/22/2016 to 6/2/2017

Evidence of Completion

Brochures, handouts, Town Hall Meetings, Parent Expos, SAC Meetings, Open House/ Orientation

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The school will schedule events via school calendar and different mediums to inform parents and the community of various events.

Person Responsible

Sonya Jackson

Schedule

Quarterly, from 7/22/2016 to 6/2/2017

Evidence of Completion

Copies of hand-outs, brochures, and news clippings

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

We will host six or more events within the 2016-17 school year.

Person Responsible

Sonya Jackson

Schedule

Quarterly, from 7/22/2016 to 6/2/2017








Evidence of Completion

Handouts, brochures, meeting minutes, agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G2.B3.S1.A1 A281516	The Administrators of East Gadsden will inform parents and community members of the requirements to...	Jackson, Sonya	7/22/2016	Brochures, handouts, Town Hall Meetings, Parent Expos, SAC Meetings, Open House/Orientation	6/2/2017 semiannually
G2.B3.S1.MA1 M279455	The school will schedule events via school calendar and different mediums to inform parents and the...	Jackson, Sonya	7/22/2016	Copies of hand-outs, brochures, and news clippings	6/2/2017 quarterly
G2.B3.S1.MA1 M279460	We will host six or more events within the 2016-17 school year.	Jackson, Sonya	7/22/2016	Handouts, brochures, meeting minutes, agendas	6/2/2017 quarterly
G1.B4.S1.A1 A279538	The school will purchase two to three laptop carts per year.	Jackson, Sonya	8/1/2016	Purchase Orders	6/2/2017 annually
G2.B1.S1.A1 A279539	Teachers will create lessons utilizing Webb's Depth of Knowledge to prepare students to be...	Jones, Pamela	8/8/2016	Common board with essential and focus questions in all classrooms; Lesson Plans; Feedback from classroom walk-throughs and Lesson Plans feedback	6/2/2017 biweekly
G1.B2.S1.A1 A279535	All new and beginning teachers will be partnered with a mentor, assigned to a department, and...	Riggins, Sandra	8/8/2016	Lab Schedule, Computer Reports, Sign-in Sheets	6/2/2017 weekly
G1.B3.S1.A1 A279536	Collaborate with teachers on instructional strategies that will help students be successful on the...	Jones, Pamela	8/8/2016	Lesson Plans, Testing Schedule, and Minutes from meetings	6/2/2017 biweekly
G1.B4.S1.MA1 M282122	The Administrative Team will express our needs for additional laptops to the district office no...	Jackson, Sonya	8/15/2016	Purchase order	3/31/2017 semiannually
G2.MA2 M276857	Walk-throughs, lesson plans, pacing guides will be monitored for use of Webb's Depth of Knowledge	Riggins, Sandra	8/15/2016	Lesson plans, pacing guides and walk-throughs will be monitored for use of Webb's Depth of Knowledge.	6/2/2017 biweekly
G2.MA1 M276856	Data from walk-throughs will be used to calculate the percent of classrooms that are actively using...	Jones, Pamela	8/15/2016	Walk-through monitoring forms and lesson plans	6/2/2017 biweekly
G1.B3.S1.MA1 M279542	The Administrative Team will review lesson plans and meeting minutes.	Shaffer, Deborah	8/15/2016	Lesson plans, meeting minutes	6/2/2017 biweekly
G1.B3.S1.MA1 M279546	Ensure teacher's knowledge of standards being tested are unpacked in their content area meetings...	Riggins, Sandra	8/15/2016	Meeting minutes from content area meetings, lesson plans	6/2/2017 biweekly
G1.B1.S1.MA1 M281954	A school-wide professional development calendar will be planned and followed. Teachers will be...	Riggins, Sandra	8/15/2016	Sign-in sheets from Best Practices trainings, lesson plans, walk-through feedback	6/2/2017 monthly
G1.B2.S1.MA1 M279547	The Administrative Team will periodically check the Mentor Logs and Mentor Notebooks as well as...	Riggins, Sandra	8/15/2016	Lesson Plans, Walk-throughs, Mentor Logs, Mentor Notebooks, Meeting Minutes	6/2/2017 every-6-weeks
G1.B2.S1.MA1 M279545	Mentor and beginning teachers will be scheduled to meet bi-weekly.	Farmer, Erica	8/15/2016	Mentor/Beginning Teacher Log-in Sheets, Mentor Notebooks	6/2/2017 biweekly
G1.B1.S1.MA1 M281955	The Administrative Team will follow an Instructional Classroom Walk-through Rotational Schedule to...	Jackson, Sonya	8/15/2016	Instructional Walk-through Rotational Schedule, Observation sheets, Focused Classroom Walk-through Sheet, Test Scores	6/2/2017 weekly
G2.B2.S1.A1 A279540	Monitor and/or review implementation of professional development follow-up activities with...	Jones, Pamela	8/15/2016	Walk-throughs, Lesson Plans, observations, minutes from department meetings	6/2/2017 monthly
G2.B1.S1.MA1 M279548	The Administrative Team will ensure that teachers are actually teaching what is stated in their...	Riggins, Sandra	8/15/2016	Lesson plans, classroom walk-throughs	6/2/2017 biweekly

Gadsden - 0071 - East Gadsden High School - 2016-17 SIP
East Gadsden High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA3  M276858	Formal observations, walk-throughs, lesson plans will be collected and reviewed throughout the year.	Jackson, Sonya	8/15/2016	Formal observations, walk-throughs, and lesson plans will be monitored	6/2/2017 biweekly
G2.B2.S1.MA1  M282169	Follow-ups will be discussed in Administrative Team Meetings.	Jackson, Sonya	8/15/2016	Meeting agendas	6/2/2017 every-2-months
G2.B2.S1.MA1  M282167	Follow-up activities will be monitored by the Administrative Team and the Reading Coach.	Farmer, Erica	8/15/2016	Print out of follow-up activities via PAEC	6/2/2017 every-6-weeks
G2.B1.S1.MA1  M281924	Focused Classroom Walk-throughs will be utilized to provide feedback to teachers in areas concern.	Riggins, Sandra	8/15/2016	Lesson plans, walk-through feedback forms	6/2/2017 biweekly
G1.B1.S1.A1  A279534	A school-wide professional development calendar will be followed to address implementation of best...	Farmer, Erica	8/22/2016	Sign-in sheets from monthly professional development trainings, data meetings, Professional Development Calendar, lesson plans, along with classroom walk-throughs.	6/2/2017 monthly
G1.B4.S1.MA1  M282121	EGHS will assess the quality and quantity of the laptops on campus.	Simmons, Peggy	9/6/2016	Technology Inventory	6/2/2017 semiannually
G1.MA1  M279541	EGHS will use data from EOC and FSA Reading and Writing during the Fall, Winter, and Spring...	Jones, Pamela	9/12/2016	EOC and FSA Reading and Writing Test Scores	6/2/2017 triannually

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing.

G1.B2 Large number of new and beginning teachers

G1.B2.S1 Provide new and beginning teachers with a high level support system through mentoring, professional development, and instructional feedback through classroom walk-throughs and observations.

PD Opportunity 1

All new and beginning teachers will be partnered with a mentor, assigned to a department, and provided feedback from instructional walk-throughs.

Facilitator

Sandra Riggins

Participants

All new and beginning teachers

Schedule

Weekly, from 8/8/2016 to 6/2/2017

G1.B3 Excessive amount of testing compromises the amount of time for instructional delivery and time on task.

G1.B3.S1 Increase the pass rate of students who take an EOC or tenth grade FSA ELA Reading and Writing Assessment.

PD Opportunity 1

Collaborate with teachers on instructional strategies that will help students be successful on the reading and mathematics standardized assessments.

Facilitator

Erica Farmer

Participants

Leadership Team, District Representatives, Administrators, Reading Coach, and teachers

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

G1.B4 Limited access to technology

G1.B4.S1 Purchase more laptops for instructional use.

PD Opportunity 1

The school will purchase two to three laptop carts per year.

Facilitator

Sonya Jackson, Pamela Jones

Participants

Teachers

Schedule

Annually, from 8/1/2016 to 6/2/2017

G2. If a rigorous curriculum is implemented, at least 60% of all high school students will graduate with their cohort, college and career ready.

G2.B1 Under-utilization of resources pertaining to best practices regarding higher order questioning strategies.

G2.B1.S1 Create and/or utilize a rigorous and relevant curriculum that prepare students to be graduates and or career ready.

PD Opportunity 1

Teachers will create lessons utilizing Webb's Depth of Knowledge to prepare students to be successful in all content areas.

Facilitator

Erica Farmer

Participants

All teachers, Reading Coach, Administrators

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

G2.B2 The use of knowledge gained from professional development is not being used with fidelity.

G2.B2.S1 All professional development training will have follow-up activities.

PD Opportunity 1

Monitor and/or review implementation of professional development follow-up activities with fidelity.

Facilitator

Erica Farmer

Participants

All teachers, Reading Coach, Administrators

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the year of 2017, there will be a minimum of a ten percentage point increase for all students demonstrating satisfactory in all EOC assessments and on the FSA ELA Reading and Writing.

G1.B1 Implementation of best practices regarding content area literacy strategies from professional development.

G1.B1.S1 A school-wide initiative to survey and monitor all teachers to determine areas of instructional needs will be utilize to plan professional development that targets best practices and ensure implementation.

TA Opportunity 1

A school-wide professional development calendar will be followed to address implementation of best practices.

Facilitator

Erica Farmer

Participants

All Teachers

Schedule

Monthly, from 8/22/2016 to 6/2/2017

VII. Budget

Budget Data

1	G1.B1.S1.A1	A school-wide professional development calendar will be followed to address implementation of best practices.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3373	130-Other Certified Instructional Personnel	0071 - East Gadsden High School	Title I Part A		\$10,000.00
<i>Notes: Literary and Literacy celebrations</i>						
2	G1.B2.S1.A1	All new and beginning teachers will be partnered with a mentor, assigned to a department, and provided feedback from instructional walk-throughs.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6000	120-Classroom Teachers	0071 - East Gadsden High School	Title II		\$6,000.00

Budget Data						
						<i>Notes: Monies to compensate mentor teachers</i>
3	G1.B3.S1.A1	Collaborate with teachers on instructional strategies that will help students be successful on the reading and mathematics standardized assessments.				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	500-Materials and Supplies	0071 - East Gadsden High School	Title I Part A		\$15,000.00
						<i>Notes: Materials and supplies to support professional development</i>
4	G1.B4.S1.A1	The school will purchase two to three laptop carts per year.				\$45,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6500	643-Computer Hardware Capitalized	0071 - East Gadsden High School	General Fund		\$45,000.00
						<i>Notes: Additional computers will support computer labs and classroom instruction.</i>
5	G2.B1.S1.A1	Teachers will create lessons utilizing Webb's Depth of Knowledge to prepare students to be successful in all content areas.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	500-Materials and Supplies	0071 - East Gadsden High School	Title II		\$7,000.00
						<i>Notes: Training</i>
6	G2.B2.S1.A1	Monitor and/or review implementation of professional development follow-up activities with fidelity.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0071 - East Gadsden High School	Title I Part A		\$12,000.00
						<i>Notes: Additional training</i>
7	G2.B3.S1.A1	The Administrators of East Gadsden will inform parents and community members of the requirements to earn a standard high school diploma.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	9100	700-Other Expenses	0071 - East Gadsden High School	Title I Part A		\$5,000.00
						<i>Notes: This will allow us to increase parental and community involvement.</i>
					Total:	\$100,000.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10g

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

Gadsden Elementary Magnet School



2016-17 School Improvement Plan

Gadsden Elementary Magnet School

500 W KING ST, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	No	83%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

It is the mission of the faculty and staff of Gadsden Elementary Magnet School to provide all children with a challenging, high-quality educational experience

b. Provide the school's vision statement

To achieve our vision, we will create a rich multicultural environment for learning by designing an integrated curriculum with strong science, fine arts, and social studies components

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Prior to the first day of school, the site administrator provides an informal opportunity for students and parents to meet the teachers, and tour the campus. Throughout the school year, parents will have opportunities to engage in monthly parent workshops and parental involvement activities.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

In an effort to promote a safe environment, all visitors are required to check in at the front office. The front office is the only point of entrance onto school grounds once school is in session. All entrances are locked at the start of the day and remain in this status until dismissal.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school follows the district's Student Code of Conduct procedures to minimize behavior infractions before, during, and after school. Each teacher posts rules in class and students are informed of corresponding consequences.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our guidance counselor provides small group support for students who are struggling with specific issues (i.e. bullying, getting along with others, changing families..etc). Some students also receive individual one-on-one support in areas which are unique to the individual behavior plans.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The district's student information system (Skyward) has built in supports to identify early warning indicators. The school's guidance counselor maintains a log of student absences, suspensions, and course failures.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	3	3	2	0	0	0	0	0	0	8

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- * Teachers are required to document support for academic interventions on lesson plans
- * Teachers submit data forms to Principal each week
- * Teachers have data chats with students bi-weekly
- * Parents are required to attend data meetings once each month

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

- * Parents are invited to join the school's Parent Teacher Association (PTA) & the School Advisory Councils (SAC).
- * Parents are informed of staff, instructional, and policy changes through parent letters and Skylert.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school's leadership team will hold quarterly meetings with area business and community leaders to implement programs/strategies to promote student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Davis, Allysun	Principal
Baker, Annette	Guidance Counselor
Porter, LaTasha	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal- monitors the process, leads discussions, implements improvement efforts

Guidance Counselor - assists the team in accessing and interpreting discipline data

Resource Teacher- provide feedback and ongoing support for staff

Gifted Teacher- provide feedback and ongoing support for staff

K-12 Staff- provide feedback and ongoing support for staff

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school's leadership team meets on the first Tuesday of each month to discuss data concerns, changes to the curriculum, and to complete a needs assessment.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kira Brown	Student
Allysun Davis	Principal
Latasha Porter	Teacher
Cedric Chandler	Parent
Miranda Brown	Parent
Donnie Washington	Parent
Adrene Bennett	Parent
William Evers	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

A plan was not submitted for Gadsden Elementary Magnet School last year.

b. Development of this school improvement plan

During the summer, the committee met to discuss the schools annual data. The committee developed goals and agreed upon strategies to attain the goals.

c. Preparation of the school's annual budget and plan

Funds for the 2016-2017 school year have not been allocated.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

GEMS did not receive school improvement funds last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Davis, Allysun	Principal
Porter, LaTasha	Teacher, K-12
Baker, Annette	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

- * The school has a mini library in the front office. Students are encouraged to check out books.
- * The Principal leads a book club with middle school students. The club meets once a week for 30 minutes.

The aims of the literacy team are to :

- * Ensure that text complexity, along with close reading and rereading of texts, is central to lessons
- * Provide scaffolding that does not preempt or replace text reading by students
- * Develop and ask text dependent questions from a range of question types
- * Emphasize students supporting their answers based upon evidence from the text
- * Provide extensive research and writing opportunities (claims and evidence)

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers meet individually in the elementary grades and collectively in the middle school areas. During the meetings, the teachers plan, discuss best practices, and identify grade level and school level strengths and deficiencies. This also provides opportunities for the district instructional coaches and our school's resource teacher to meet with grade level teams to unpack standards, develop lessons via backwards design and develop formative assessments.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- * Participation in district sponsored recruitment efforts
- * Use of the employee database system
- * Provide mentors to newly hired instructors
- * Provide training to enhance instruction

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Novice teachers are paired with veteran teachers who have proven strengths in instruction and classroom management

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses instructional materials that have been approved by the state and the district. Implementation of the materials is monitored by the Principal. Instructional practices are monitored daily and feedback is given immediately.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments

Based upon the analysis of our bi-weekly formative assessment data, classroom teachers will adjust their instruction and plans for whole and small group instruction. The formative assessments will be created, and closely aligned to the FSA specifications. Classroom teachers, the resource teacher, and the principal

will collaborate in the creation of these formative assessments.

Anchor texts will be selected by teachers and the district instructional coaches to ensure they are within each grade level band and meet text the complexity requirements, qualitatively and quantitatively. Assessment questions will mirror the content limits for each standard as listed in the FSA item specifications. During data meetings, teachers and school administration will look for patterns across their grade level data and plan for next instructional steps.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Gadsden Elementary Magnet School has one Pre-K classroom. The Pre-K teacher meets regularly with the Kindergarten teacher to ensure the students are receiving adequate academic support. At the end of the school year, the Pre-K students and their parents are invited to the campus to tour the Kindergarten class, speak with the teacher and discuss expectations. We also offer an opportunity for our eighth graders to visit East Gadsden High School to experience high school life.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

We have established a partnership with the National Field High Magnetic Lab and Florida State University's School of Medicine to support the science program within the school. Medical students assist our instructional staff in designing lessons to increase student achievement, expose students to science concepts, and develop mini labs that provide hands on exposure to a variety of concepts.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To implement effective small group instruction in Mathematics.
- G2.** Achieve 80% passing rate as measured by the Biology EOC examination.
- G3.** Increase the percentage of students scoring level 3.0 and above on FCAT 2.0 Science from 53% to 65%.
- G4.** Increase student proficiency as measured by the Florida Standards Assessment in Reading by administering and analyzing bi-weekly formative assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To implement effective small group instruction in Mathematics. 1a

G082222

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	80.0
Algebra I FSA EOC Pass Rate	85.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Support the Goal 2

- Teachers have common planning times to discuss best practices
- Data is discussed during faculty meetings to identify strengths and weaknesses
- Teachers are given opportunities to observe veteran teachers

Plan to Monitor Progress Toward G1. 8

Teachers submit weekly data to the principal (iready, Acaletics, Journeys, Florida Test Power, Go Math)

Person Responsible

Allysun Davis

Schedule

On 5/22/2017

Evidence of Completion

* Teachers will incorporate small groups and skills groups into their mathematics instructional periods. * Classroom teachers will collect student data and identify their academic needs. *Data will be analyzed and reviewed in PLC's, faculty meetings, and grade level meetings to determine if the intervention is successful and/or needs to be revised.

G2. Achieve 80% passing rate as measured by the Biology EOC examination. 1a

G082221

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Support the Goal 2

- * The school has developed a partnership with Florida State University. Medical students from the SSTRIDE program will report to GEMS daily to provide targeted instruction in Biology.

Plan to Monitor Progress Toward G2. 8

Data from the Science Diagnostic assessment will be analyzed and students will be targeted for small group instruction based on the branches of science and areas of need

Person Responsible

Allysun Davis

Schedule

On 5/22/2017

Evidence of Completion

- * Students will participate in a variety of hands-on experiments directly related to Biology standards
- * Students will participate in e field trips to science based facilities

G3. Increase the percentage of students scoring level 3.0 and above on FCAT 2.0 Science from 53% to 65%. 1a

G082027

Targets Supported 1b

Indicator	Annual Target
Science Achievement - Satisfactory or Above	65.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Support the Goal 2

- SStride Program- Florida State Medical School Partnership with the Magnetic Lab On Site Gifted Teacher

Plan to Monitor Progress Toward G3. 8

Teachers will submit benchmark data to the school's principal

Person Responsible

Allysun Davis

Schedule

Weekly, from 8/29/2016 to 5/22/2017

Evidence of Completion

Percentage of students showing mastery of science benchmarks

G4. Increase student proficiency as measured by the Florida Standards Assessment in Reading by administering and analyzing bi-weekly formative assessments. 1a

G080945

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	90.0

Targeted Barriers to Achieving the Goal 3

Resources Available to Support the Goal 2

- On-site resource teacher
- District Instructional Coaches
- Professional Development (District & School Level)

Plan to Monitor Progress Toward G4. 8

- * The instructional staff progress monitors benchmarks within the instructional program.
- * Lesson Plans are checked weekly to document high order questioning, intervention groups, and targeted skills
- * Teachers submit data analysis forms to the principal each week (documenting remediation, enrichment, and maintenance efforts)
- * i-ready data is used to develop instructional paths for students and to create small group activities

Person Responsible

Allysun Davis

Schedule

Monthly, from 9/5/2016 to 5/29/2017

Evidence of Completion

* Lesson plans * Data analysis forms * i-ready data * program assessment data (Acaletics, Go Math, Journeys)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step S123456 = Quick Key

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

Total:

\$0.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10h

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered _____

CHAIRMAN’S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

George W. Munroe Elementary School



2016-17 School Improvement Plan

George W. Munroe Elementary School

1850 W KING ST, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	D	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	Planning	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of George W. Munroe Elementary School is to provide learning opportunities that meet the unique needs of our students and experience optimal social, emotional, academic and physical success in a safe and nurturing environment. George W. Munroe Elementary School is committed to its mission by fostering a collaborative effort between school and community...strong parental partnerships, maintaining communication with all stakeholders, demonstrating a personal commitment to academic success, and continuously raising expectations for students, teachers and staff.

b. Provide the school's vision statement

The vision of George W. Munroe Elementary School is to be an anchor for developing a community of lifelong learners that are innovative, productive, and intrinsically motivated to become problem solvers to meet the challenges of tomorrow.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school staff demonstrates integrity throughout the school community by exhibiting behaviors that demonstrate respect for individuals, committing to complete tasks that have been agreed upon, and being honest. The school staff takes a personal interest in the well being of its students and families and maintains open lines of communication.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

In an effort to promote student safety and respect, the school staff will host multi-cultural activities to teach the students to embrace individual and cultural differences within the student body. Students are involved in a host of activities designed to discourage bullying and encourage high achievement throughout the school community.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Each teacher has an approved behavior management tracking system which alerts parents and students of behavior occurrences. Students are given opportunities to re-direct their behavior before visiting the grade level chair. If the behavior is not sufficiently modified, the student may be sent to the guidance counselor or one of the school's behavior specialists. Once the student has gone through pre-approved interventions, and the behavior continues to manifest itself in a negative manner, the student may be sent to the Principal.

Parents are contacted after the second intervention has been employed.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance counselor provides character education classes weekly for all students. Students also participate in good citizenship assemblies monthly.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

- * The school's guidance counselor works closely with the attendance clerk to monitor student absences.
- * The Assistant Principal for discipline adheres to the district's student code of conduct policies to determine inappropriate behavior and reduce the number of students receiving out of school suspension.
- * Teachers provide additional opportunities for remediation to alleviate course failure.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	2	18	8	11	0	0	0	0	0	0	0	39
Course failure in ELA or Math	5	7	0	2	0	1	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	37	36	25	0	0	0	0	0	0	0	98

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	1	2	0	0	0	0	0	0	0	3

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

1. Parent Conferences
2. Attendance Incentives
3. Behavior Rewards
4. Reading Intervention
5. Computer Assistive Instruction (I-Ready)
6. Small Group Instruction

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

In order to increase parental involvement for 2013-14 school year, our school is committed to fostering and sustaining healthy relationships between and school by creating a learning community that is respectful, reciprocal, relevant, responsive and reliable. We will accomplish this target by:

- Making it possible for all parents to be involved in their child’s schooling by holding meetings that accommodate working parents as well as those parents whose dominate language is not English.
- Involving parents in the decision making process by soliciting their involvement in the PTO and School Advisory Committee.
- Providing various training sessions and meetings in the language the parents can understand.
- Ensuring that all parents understand and have equal access to information regarding policies, procedures, rules, rights, and notices by having them printed in both English and Spanish.
- Improve and increase communication between teachers and parents.
- Provide programs and resources that strengthen parenting skills and helps parents to provide better educational assistance to their children.
- Notifying parents of reading levels and providing them with the information to help improve independent reading.
- Inviting parents input through a reflection of their experiences when working with the students to complete assignments.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Currently, George Munroe Elementary does not have an active partnership with the local community. George Munroe will build and sustain a partnership with the local Kiwanis and IFAS-The University of Florida Research and Education. In order to build and sustain partnerships, we will extend an invitation for a meet and greet, present the school's goals and vision, and develop a plan on how the partnerships can work collaboratively with us to secure and utilize resources to support the school and student achievement.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gaines, Rebecca	Principal
Brown, Germaine	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team will meet to discuss:

- School-wide data in Reading, Math, Science and Writing
- implementation of problem solving strategies
- review of progress monitoring data for each grade-level and sharing of information presented in weekly grade group meetings
- identification of staff development resources and needs
- identification and evaluation of Tier 1,2 and 3 students

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team evaluates and assesses each available resource to determine the extent to which it will align with other resources and to which it has the capacity to meet student and school needs. The principal and assistant principal are responsible for the twice monthly meetings of the team. The assistant principal maintains an electronic inventory of all instructional materials. In addition to instructional materials and resources, the school taps into other resources, among those resources are the following:

- Multi-tiered System of Supports which is a very integral part of the Student Study Team which determines supports and resources necessary in order to meet the needs of individual students.
- Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.
- The school coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information and Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school and their child. Parent funds from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports
- The Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Services provided include language, social services, medical, and instructional.
- Title II, Part A provides professional development opportunities for teachers and paraprofessionals based on their individual needs and to help ensure that only highly qualified in-field teachers are placed in classes. Instructional coaches are provided by so that on-site modeling and progress monitoring can be provided to struggling teachers.
- Title III ensures that ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.
- The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.
- The Supplemental Academic Instruction (SAI) allocation in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues. As our school discovers a challenged student through our MTSS that cannot be met on our campus, we make recommendation to send alternative school for assistance. Students are remediated, provided

positive behavior support, provided interventions to allow them to catch up to their peers. Once a student has successfully completed his/her assigned area of work at the alternative school, they are returned to the school setting.

- Parenting services are also provided onsite to assist with reducing potential drop outs and continuing to assist underage parents in their pursuit of a high school credential.
- George Munroe Elementary School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.
- The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.
- The school participates in the early intervention programs through Voluntary prekindergarten and Head Start on full-day schedules working with very early learners to raise the level of their basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning. Our school uses some of our Title I money to offer Title I blended Pre-K programs providing a full day of PreK for students with split funding from Title I. This allows us to provide even more resources for our PreK students than the state funded early learning programs.
- The AmeriCorps Gadsden Reads project works collaboratively with the school by providing volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation. The AmeriCorps Vista volunteer partnership provides regional parent volunteers to the school to assist with parent liaison services. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kaniyah Randall	Student
Sarah Graham	Teacher
Germaine Brown	Education Support Employee
Laticia Brady	Parent
Lachrystra Mitchell	Parent
Roxana Garcia	Parent
Yadira Arzale	Parent
Renarda Kirkland	Parent
Malinda Childress	Education Support Employee
Luis Yzaguirre	Parent
Patricia Popoca	Parent
Aldhic Williams	Parent
Montoyia Tillman	Parent
Keyichee Burke	Parent
Sam Palmer	Business/Community
Paulette Chavez	Teacher
Willie Jackson	Education Support Employee
Nancy Romero	Business/Community
Earline Taylor	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The team assembled to analyze performance data in an effort to identify strengths and weaknesses. Based on the data, school goals for the 2016-2017 school year will address reading, science, and math.

b. Development of this school improvement plan

The SAC is involved in developing the school improvement plan by giving input to the School Leadership Team through a series of forums via open house meetings, PTA meetings and regularly scheduled SAC meetings. The SAC team then approves the document before submitting it to the district and state.

c. Preparation of the school's annual budget and plan

The SAC council meets with the Principal as needed to discuss purchases, needs, and goals.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds were provided for the use of School Improvement.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Germaine	Assistant Principal
McClendon, Ashley	Teacher, K-12
Reese, Allison	Teacher, K-12
Williams, Shannon	Teacher, K-12
Cineus, Shunteen	Teacher, K-12
Gaines, Rebecca	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Implementing the Journey's Reading Program with fidelity
 Provide Incentives for reading initiatives
 Utilize the "Book It" Program to foster a love for Reading
 The literacy team provides professional development on reading instruction for our teachers and paraprofessionals.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

George W Munroe Elementary works to ensure that teachers, school level resources and administration have time to collaborate through grade group meetings, data meetings, and lesson study, in which teachers collaboratively plan, observe, and analyze classroom lessons. Teachers are provided with common planning time across the grade levels so that they can discuss successes and challenges of daily instruction so that adaptations or modifications may be made as needed to foster student success.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

George W. Munroe Elementary School is committed to recruiting and retaining highly qualified, certified-in-field, effective teachers. This charge is the primary, but not sole, responsibility of the principal. In order to help students achieve at higher levels and meet the newly adopted Common Core Standards, we need highly-effective and well-supported teachers for all children.
 The Gadsden County School District is also conjointly responsible by making a concerted and coordinated effort to overhaul recruiting, preparation, induction, and support policies, which will ensure that every student has access to high-quality teaching in every classroom, every day. We believe that our teachers need to feel supported, prepared, justly rewarded, and confident in their ability to succeed in our school. We want our school to be a place where teachers want to work for many years. Our strategies for recruiting and retaining consist of:

- Improving teacher working conditions, including ensuring strong school leadership, time for teachers to develop their teaching craft, and sufficient materials and resources to teach effectively
- Improving preparation and support for beginning teachers
- Preparing teachers in new and innovative ways, which allows teachers to meet the needs of the racially, culturally, and linguistically diverse children at George Munroe and to become the agents of change who can help improve and sustain academic achievement for all students
- Solid academic instruction in pedagogy, subject matter, classroom management, and child development before the candidate begins to work in a school
- * National search for Instructors using Teacher to Teacher
- An organized and comprehensive mentoring program of support by experienced, trained mentors

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The mentoring program at George W. Munroe Elementary is designed to provide new teachers with support, resources, and lessons learned from experienced and highly effective teachers with proven records of student success in the classroom. These expert teachers and coaches are providing guidance for the day-to-day challenges of classroom management and effective instruction, thus enabling new teachers to become acclimated to the new school environment, which will ultimately lead to student success. Our beginning teachers' program ensures that all new teachers are supported by comprehensive induction procedures, which allows each new teacher to perform at a higher level while their students achieve greater success. Beginning teachers are required to participate in a one-year induction program, in which during the induction period beginning teachers will have a formal orientation, mentor support, and both formative and summative evaluations. This mentoring program allows mentors to assist beginning teachers as they transition from the university or other environments to classroom practice. The primary activities of our mentoring program includes:

- group and individual mentoring sessions that provide basic teaching tips; ideas and strategies that can be immediately implemented into the classroom
- group and individual mentoring sessions that provide new ideas in teaching methodologies
- forums facilitated by experienced teachers, which allows them to share their expertise and tips

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school uses state approved materials for its core instruction. The materials are aligned with the new Florida Core Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The schools uses data to plan and implement instruction so that the instruction is differentiate to meet the needs of the students based on the level of performance. An example on how instruction is modified to assist students having difficulty attaining proficiency includes: teachers providing small

segments of success, reteaching lessons, teachers provide remedial instruction to students bringing them up to grade level proficiency.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

The school will provide an additional 60 minutes per day of reading during the school year.

Strategy Rationale

The strategy will provide reading interventions in grades K - 5.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected and analyzed through informal and formal data collection systems. The data will be extracted from performance matters (Journeys Reading core program, school-level assessments), PMRN and I- Ready reports.

Strategy: After School Program

Minutes added to school year: 5,400

We will provide enrichment activities to select students in core subject areas based on individual students needs after reviewing weekly exams, unit assessments and district interim assessments, using instructional resources for the adopted core reading, math and science programs.

Strategy Rationale

To extend and expand students' knowledge

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Germaine, browng@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected analyzed through informal and formal data collection systems. The data will be extracted from performance matters (Journeys Reading core program, school-level assessments), PMRN and CCC Successmaker reports.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The school uses a Prekindergarten transition plan for students when they move from one level or program to another. The plan provides services that are of the highest possible quality, that ensures the needs and aspirations of families and children are at the center of each child's transition, and delivers services in the least restrictive environment that is appropriate for each child.

The plan supports successful transitions for enrolled children and families from previous child care programs, Early Head start or other child care settings into Prekindergarten.

The plan supports successful transitions for enrolled children and their families from Prekindergarten into elementary schools or other childcare settings.

The plan ensures that individual prekindergarten children's relevant records are transferred to the elementary schools or next placement.

The plan encourages communication between prekindergarten staff and their counterparts in the schools and other childcare settings including principals, teachers, social workers, and health staff to facilitate continuity of the program.

The plan initiates meeting involving prekindergarten teachers, parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children.

The plan assists parents in becoming their child's advocate as they transition from the home or other childcare setting into prekindergarten, through trainings and workshops.

The plan assists parents in becoming their child's advocate as they transition from the prekindergarten into elementary school or other childcare setting, through trainings and workshops.

The plan provides training for prekindergarten staff on planning for successful transitions to and from the prekindergarten program, through trainings and workshops.

The plan assists 5th grade students acclimate to the middle school environment by allowing the students to participate in the middle school orientation day.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 34% percent of all Fifth Grade Students will score a Level 3 or above on the 2017 Science FCAT.
- G2.** 46% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics
- G3.** 38% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 34% percent of all Fifth Grade Students will score a Level 3 or above on the 2017 Science FCAT. 1a

G078698

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	33.0

Targeted Barriers to Achieving the Goal 3

- Lack of background and content knowledge

Resources Available to Support the Goal 2

- Pearson Interactive Science Curriculum, Science Lab, Science Coach, Greenhouse

Plan to Monitor Progress Toward G1. 8

Science Observations and Performance Matters Data Management will be used to decide if progress toward the goal is satisfactory. Success will be measured by student performance on monthly science assessments.

The items chosen for the assessments will be drafted per the NGSSS item specifications and the FLDOE Test Design summary (<http://fcats.fldoe.org/pdf/designsummary.pdf>), so as to prepare students for the rigor of the FCAT.

It is expected that 60% of the students will score 70% or better on the assessments. If that criteria is not reached, then the content will be retaught.

Daily Maintenance will occur on previously taught content. The teachers and coach will collaborate to assure that maintenance includes all assessed content and in particular those benchmarks that are specifically historically troublesome to 5th grade students.

Person Responsible

Rebecca Gaines

Schedule

Monthly, from 9/26/2016 to 5/12/2017

Evidence of Completion

FCAT, Baseline and Interim District Assessments, Teacher Created Assessments

G2. 46% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics **1a**

G078699

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	71.0

Targeted Barriers to Achieving the Goal **3**

- Limited support/ training from Go Math & Journeys Publishers
- students lack prerequisite skills and content

Resources Available to Support the Goal **2**

- Go Math Curriculum, Think Central technology CCC Successmaker, ETO Math Specialist, Administrative support

Plan to Monitor Progress Toward G2. **8**

Baseline Acaletics Math Assessment, data meetings and group group meetings

Person Responsible

Germaine Brown

Schedule

Weekly, from 9/19/2016 to 5/12/2017

Evidence of Completion

data logs and chats

G3. 38% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in Reading. 1a

G078700

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0

Targeted Barriers to Achieving the Goal 3

- Large population of novice teachers
- Absence of a Reading Coach to support K-5 teachers.

Resources Available to Support the Goal 2

- Journey's Reading program, Assistant Principal (former Reading Coach), District ETO Specialists

Plan to Monitor Progress Toward G3. 8

Professional Development

Person Responsible

Germaine Brown

Schedule

Biweekly, from 8/15/2016 to 5/12/2017

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. 34% percent of all Fifth Grade Students will score a Level 3 or above on the 2017 Science FCAT. **1**

 G078698

G1.B1 Lack of background and content knowledge **2**

 B207045

G1.B1.S1 Ensure science curriculum is taught with fidelity. **4**

 S218671

Strategy Rationale

To provide students with a foundation that's essential to understanding science concepts

Action Step 1 **5**

Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications

Person Responsible

Rebecca Gaines

Schedule

Weekly, from 8/15/2016 to 5/12/2017

Evidence of Completion

Pacing Guide, Focus Calendar, Assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The Science Curriculum will be taught according to a Pacing Guide and Focus Calendar that assures that requisite science benchmarks are taught and learned. Science Observations and Performance Matters Data Management will allow stakeholders to determine if the strategies are implemented.

Person Responsible

Germaine Brown

Schedule

Monthly, from 9/6/2016 to 5/12/2017

Evidence of Completion

Observations, Grade Group Meeting Minutes, Data from Assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data to be collected will be scores and item analysis from Performance Matters. For each assessment, the monitoring team will determine how effective implementation strategies have been. If data indicates a specific percentage of students did not master the content, it will be retaught. In addition, data will be monitored to determine the maintenance activities per the FCIM Model.

Person Responsible

Germaine Brown


Schedule

Monthly, from 8/15/2016 to 5/12/2017


Evidence of Completion

Observation notes, notes from Leadership Team, Data from Performance Matters

G2. 46% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics **1**

 G078699

G2.B1 Limited support/ training from Go Math & Journeys Publishers **2**

 B207047

G2.B1.S1 Ensure that Go Math is taught with fidelity at all levels (K-5), and provide adequate enrichment activities (labs, centers, and hands-on activities). **4**

 S218672

Strategy Rationale

To provide multiple opportunities for students to excel

Action Step 1 **5**

classroom observations and walk -throughs

Person Responsible

Rebecca Gaines

Schedule

Weekly, from 9/6/2016 to 5/12/2017

Evidence of Completion

observation forms, weekly professional development which is based upon the needs of the teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

daily observations and walk-throughs

Person Responsible

Rebecca Gaines

Schedule

Weekly, from 9/6/2016 to 5/12/2017

Evidence of Completion

observation forms, data logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

observations, walk-throughs

Person Responsible

Germaine Brown

Schedule

Weekly, from 9/6/2016 to 5/12/2017

Evidence of Completion

data logs

G2.B2 students lack prerequisite skills and content 2

B207048

G2.B2.S1 Employ a tiered framework designed to differentiate, accelerate, and extend learning. FCIMS

4

S218673

Strategy Rationale

Scaffold instruction to increase student achievement

Action Step 1 5

thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.

Person Responsible

Rebecca Gaines

Schedule

Monthly, from 9/19/2016 to 5/12/2017

Evidence of Completion

data reports, data chat forms

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.

Person Responsible

Rebecca Gaines

Schedule

Monthly, from 9/19/2016 to 5/12/2017

Evidence of Completion

data reports, data chat forms

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.

Person Responsible

Rebecca Gaines

Schedule

Monthly, from 9/19/2016 to 5/12/2017

Evidence of Completion

data reports, data chat forms

G3. 38% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in Reading. 1

G078700

G3.B1 Large population of novice teachers 2

B207050

G3.B1.S1 On-going weekly professional development by administrators and district Educational Transformational Office(ETO) 4

S218674

Strategy Rationale

To enhance instructional practices and increase student achievement

Action Step 1 5

Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators

Person Responsible

Rebecca Gaines

Schedule

Weekly, from 9/6/2016 to 5/12/2017

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Professional Development

Person Responsible

Rebecca Gaines

Schedule

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Professional Development

Person Responsible

Rebecca Gaines

Schedule

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

G3.B1.S2 On going meetings with administrators to address teacher and student needs 4

 S218675

Strategy Rationale

To assist teachers in using student data as a tool to inform instruction

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Person Responsible

Rebecca Gaines

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G3.MA1 M270464	Professional Development	Brown, Germaine	8/15/2016	End of year surveys, teacher evaluations, results of standardized assessments	5/12/2017 biweekly
G1.B1.S1.A1 A274663	Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications	Gaines, Rebecca	8/15/2016	Pacing Guide, Focus Calendar, Assessments	5/12/2017 weekly
G1.B1.S1.MA1 M270452	Data to be collected will be scores and item analysis from Performance Matters. For each...	Brown, Germaine	8/15/2016	Observation notes, notes from Leadership Team, Data from Performance Matters	5/12/2017 monthly
G1.B1.S1.MA1 M270453	The Science Curriculum will be taught according to a Pacing Guide and Focus Calendar that assures...	Brown, Germaine	9/6/2016	Observations, Grade Group Meeting Minutes, Data from Assessments	5/12/2017 monthly
G2.B1.S1.MA1 M270455	observations, walk-throughs	Brown, Germaine	9/6/2016	data logs	5/12/2017 weekly
G3.B1.S1.A1 A274666	Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators	Gaines, Rebecca	9/6/2016	End of year surveys, teacher evaluations, results of standardized assessments	5/12/2017 weekly
G2.B1.S1.A1 A274664	classroom observations and walk-throughs	Gaines, Rebecca	9/6/2016	observation forms, weekly professional development which is based upon the needs of the teachers	5/12/2017 weekly
G2.B1.S1.MA1 M270456	daily observations and walk-throughs	Gaines, Rebecca	9/6/2016	observation forms, data logs	5/12/2017 weekly
G2.B2.S1.MA1 M270457	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and...	Gaines, Rebecca	9/19/2016	data reports, data chat forms	5/12/2017 monthly
G2.MA1 M270459	Baseline Acaletics Math Assessment, data meetings and group group meetings	Brown, Germaine	9/19/2016	data logs and chats	5/12/2017 weekly
G2.B2.S1.MA1 M270458	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and...	Gaines, Rebecca	9/19/2016	data reports, data chat forms	5/12/2017 monthly
G2.B2.S1.A1 A274665	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and...	Gaines, Rebecca	9/19/2016	data reports, data chat forms	5/12/2017 monthly
G1.MA1 M270454	Science Observations and Performance Matters Data Management will be used to decide if progress...	Gaines, Rebecca	9/26/2016	FCAT, Baseline and Interim District Assessments, Teacher Created Assessments	5/12/2017 monthly
G3.B1.S1.MA1 M270461	Professional Development	Gaines, Rebecca	No Start Date	End of year surveys, teacher evaluations, results of standardized assessments	No End Date one-time
G3.B1.S1.MA1 M270460	Professional Development	Gaines, Rebecca	No Start Date	End of year surveys, teacher evaluations, results of standardized assessments	No End Date one-time
G3.B1.S2.MA1 M270462	[no content entered]	Gaines, Rebecca	No Start Date		No End Date one-time
G3.B1.S2.MA1 M270463	[no content entered]		No Start Date		No End Date one-time
G3.B1.S2.A1 A279761	[no content entered]		No Start Date		No End Date one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. 34% percent of all Fifth Grade Students will score a Level 3 or above on the 2017 Science FCAT.

G1.B1 Lack of background and content knowledge

G1.B1.S1 Ensure science curriculum is taught with fidelity.

PD Opportunity 1

Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications

Facilitator

Administrators

Participants

All Science Teachers

Schedule

Weekly, from 8/15/2016 to 5/12/2017

G3. 38% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

G3.B1 Large population of novice teachers

G3.B1.S1 On-going weekly professional development by administrators and district Educational Transformational Office(ETO)

PD Opportunity 1

Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators

Facilitator

Reading Coach

Participants

Classroom Teachers

Schedule

Weekly, from 9/6/2016 to 5/12/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications	\$0.00
2	G2.B1.S1.A1	classroom observations and walk -throughs	\$0.00
3	G2.B2.S1.A1	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.	\$0.00
4	G3.B1.S1.A1	Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators	\$0.00
5	G3.B1.S2.A1		\$0.00
Total:			\$0.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10i

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered _____

CHAIRMAN’S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

Greensboro Elementary School



2016-17 School Improvement Plan

Greensboro Elementary School

559 GREENSBORO HWY, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	C	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of the Greensboro Elementary School, is to foster a love of learning in an innovative, cooperative climate using research based programs and educational best practices.

b. Provide the school's vision statement

Our vision at Greensboro Elementary, is to provide students with opportunities to learn valuable skills in Reading , Writing, Math, and Science from caring and supportive teachers and staff.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Greensboro Elementary teachers and staff are culturally aware of the students and their community. Administration ensures that all new teachers are acclimated to the community by taking teachers on tours of the community. Parent EXPOS and Parent involvement nights also give teachers an opportunity to interact with parents/guardians in an effort to build by in from parents.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Greensboro Elementary teachers take an active role in securing the safety of its students. All students are instructed to inform adults about any situation they need help with. Furthermore, they are instructed to report any situation the teacher does not address to the Principal, Assistant Principal, or Guidance Counselor. The guidance counselor works with individual students and small groups of students on conflict resolution strategies. Teachers and parents are encouraged to communicate frequently so the students progress academically and socially can be discussed.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavioral system or PBS is a positive reinforcement system that rewards good behavior and outlines the behaviors that are expected from the students on a daily basis. Bulldog bucks are used to track students behavior a compliance to expected behaviors. There are dates on the calendar that are set aside so students earning Bulldog Bucks have an opportunity to spend on different activities or items.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school's Student Study Team is responsible for monitoring students needs as reported by teachers, The team meets weekly when teachers have any concerns about academics or behavior that may influence a child's well being.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's procedure for tracking attendance is initiated with the classroom teachers. They take attendance daily and make parental contact with any student missing more than 3 consecutive days in a row or 6 days during the 9 week period. If the problem continues the student is referred to the guidance counselor that sends a certified letter to the parent outlining the rights and responsibilities of the parent in regard to school attendance. Suspensions are minimal but are monitored by guidance and administration. Any student with more than one suspension is subject to a student study team meeting to discuss behavior plans and management strategies for home and school. Course data and state assessment data are monitored and used to identify students that may be at risk.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	18	8	6	15	14	10	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	2	0	2	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	18	20	0	0	0	0	0	0	0	55

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	8	12	13	0	0	0	0	0	0	0	33

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We try and target students in risk by enrolling them in the after school program. We give incentive rewards to students with good attendance. The PBS helps reward students for positive behaviors and encourage students to become better students socially and academically.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

NA

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Akins, Zola	Assistant Principal
Pitts, Stephen	Principal
Logue, Joane	Teacher, K-12
Bradwell, Tanya	Teacher, K-12
Weeks, Dawn	Instructional Media
Joseph, Sandra	Teacher, K-12
Bates-Jackson, Erica	Teacher, K-12
Castenada, Gloria	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. School coaches assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The effectiveness of core intervention is assessed by analyzing student performance on measures such as I-Ready and District assessments as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, I-Ready Diagnostics, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students

is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which support and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Title I, Part A

Part A Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP, specifically reading, mathematics and science. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), and free tutoring, which is funded through Title I, Part A, and NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of in-services and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.

Title I, Part C- Migrant

Title I, Part D

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after-school support for Level 1 readers

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jennifer Rodriguez	Parent
Melissa Pride	Parent
Shone Matthews	Parent
Greensboro Methodist Church	Business/Community
Dawn Weeks	Teacher
Chedric Chandler	Education Support Employee
Gloria Castenada	Teacher
Sycamore Methodist Church	Teacher
Miracle Temple Church of God	Business/Community
Sherry Taylor	Education Support Employee
Rosa Yzaguirre	Student
Yesenia Gonzalez	Student
Juana Casia	Parent
Argenia McCray	Parent
Lawanda Mathews	Parent
Stephen Pitts	Principal

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The SAC met and discussed the school performance from the previous year in relation to the goals that were created. We looked at what goals needed to be addressed for the current year and came up with strategies to best help us meet those goals.

b. Development of this school improvement plan

The SAC met at the beginning of the school year to discuss the school's previous year's performance and recommendations to foster student achievement. The plan is presented to the SAC to approve after revising with their input.

c. Preparation of the school's annual budget and plan

.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds when available are dispersed under the guidance of the School Advisory Council. When ever a need arises, a proposal is presented to the SAC for their approval. Also, when School recognition money is available the SAC helps develop a plan for teacher and staff bonuses.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Akins, Zola	Assistant Principal
Bradwell, Tanya	Teacher, K-12
Bryant, Cynthia	
Clark, Debra	
Logue, Joane	Teacher, K-12
Murphy, Sallie	Teacher, K-12
Taylor, Jeanne	Teacher, ESE
Weeks, Dawn	Instructional Media
Castenada, Gloria	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The team will work to effectively use the results of the I-Ready Diagnostic test to move our students and their teachers in appropriate goal setting for learning to read and reading to learn. We will also work to significantly increase the complexity of our reading instruction and student tasks to better align with Florida Standards. The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. The Read N Quiz program was selected to by the LLT team to give students more eye to print opportunities and devise a rewards program for participation. Professional development needs will also be discussed, planned and implemented through the input of the team. Some modeling and PD opportunities will be provided by the LLT. Community involvement activities will be planned to bridge the gap between home and school literacy. GES participated in the Read for the Record during Literacy Week to boost student independent reading.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning times are established to ensure that all teachers have adequate time to plan with colleagues and participate in lesson study.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. In order to assist instructors and paraprofessionals who are not highly qualified to satisfy the requirements for becoming highly qualified employees, the district/school level support includes, but is not limited to the following:

- 1) Securing highly knowledgeable subject area trainers and mentors;

2) Continuing partnership with Panhandle Area Educational Consortium (PAEC), Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU), Tallahassee Community College (TCC), and the Department of Education Teacher Recruitment and Retention Office;

The focus of the partnership above is to continue to utilize the expertise and services offered by each of the constituents to provide resources and/or professional development opportunities that will help the district to develop, as well as recruit and/or retain highly qualified personnel; and

3) The district's Human Resource Department and the school level administrators are also assisting instructional employees with meeting the requirements for highly qualified through the HOUSSE process, Alternative Certification, and by providing assistance with tuition or examination fees to targeted employees.

4) In addition to district efforts to recruit teachers, the school has fostered a relationship with FSU's and FAMU's college of education. This relationship gives their students opportunities to interact on our campus and become familiar with faculty and administration.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with highly effective veteran teachers to guide them through their first year of teaching. The mentoring teacher is responsible for answering questions and providing opportunities for the new teacher to grow. Shadowing and modeling opportunities are provided so the new teacher has a frame of reference when setting up his/her classroom and behavior plan.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All instructional programs go through a review process at the school level. Teachers are selected to review different programs and meet in their respective grade groups to discuss how each program addresses the standards and the overall needs of the school. Representatives from the school are then sent to the district adoption meeting, where they will give the schools selection to the and insight to the district committee.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Standardized Test Data is reviewed at the beginning of each year so teachers are aware of students that need intervention. Small group and center activities are used to allow teachers an opportunity to do teacher led groups with students. Data from I-Ready is used to determine student needs and provide the appropriate intervention material.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 36,720

The 21st Century After School program is offered to 1st - 5th grade students. Preference is given to students that scored a level 1 or 2 on FCAT 2.0 Math or Reading.

Strategy Rationale

Through the use of PBLs students will use math and reading skills to complete thematic projects.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pitts, Stephen, pittss@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I-Ready CAI is used daily for students that attend the after school program. This system allows us to take a look at time on task, grade level equivalence, and percentage correct.

Strategy: Extended School Day

Minutes added to school year: 10,800

Increase Reading instruction for an additional hour daily.

Strategy Rationale

Increased time on task and eye to print should improve reading skills.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pitts, Stephen, pittss@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

I-Ready will be used to progress monitor and determine growth for all students.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

There is currently 1 Pre-K class on campus funded by Title I and VPK. Pre-K parents will be invited to a "Get Acquainted" session during the last month of school. They will meet the Kindergarten teachers, discuss school and district policies concerning attendance, curriculum, and discipline. They will meet the principal and special area teachers, as well. During the last week of school the Pre-K

class will be divided among the three kindergarten classes and they will attend lunch, and special area classes with kindergarten. Informational materials pertaining to this transition from the district's Pre-K office will be shared with parents. The success of these efforts will be monitored by evaluating students during the early weeks of school. The school in conjunction with West Gadsden High School provides rising sixth grades a day to visit the High School and meet the administration and staff. It also gives them an opportunity to fill out registration papers.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** The number of students scoring level 3 and above will increase by 10%..
- G2.** The number of students scoring level 3 or above will increase by 10%.
- G3.** The number of students scoring level 3 or above will increase by 10%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The number of students scoring level 3 and above will increase by 10%.. 1a

G079562

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	16.0

Targeted Barriers to Achieving the Goal 3

- Limited Science exposure.

Resources Available to Support the Goal 2

- Pearson
- Coach Science

Plan to Monitor Progress Toward G1. 8

The District mid year and end of the year test

Person Responsible

Stephen Pitts

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Performance Matters data.

G2. The number of students scoring level 3 or above will increase by 10%. 1a

G079563

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	41.0

Targeted Barriers to Achieving the Goal 3

- Familiarity of test design

Resources Available to Support the Goal 2

- GO Math
- Acaletics
- I-Ready

Plan to Monitor Progress Toward G2. 8

I-Ready Diagnostics, Acaletics testing and FSA results..

Person Responsible

Stephen Pitts

Schedule

Quarterly, from 9/16/2016 to 5/5/2017

Evidence of Completion

G3. The number of students scoring level 3 or above will increase by 10%. 1a

G079564

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	21.0

Targeted Barriers to Achieving the Goal 3

- Core Reading program being taught without fidelity.
- Insufficient amount of time spent actively engaged with text on a daily basis.

Resources Available to Support the Goal 2

- Journeys Core Reading Program
- I-Ready
- Journeys Intervention Program for tier 2 students.
- Florida Ready Workbooks aligned with FL Standards
- Accelerated Reeder

Plan to Monitor Progress Toward G3. 8

Progress monitoring

Person Responsible

Stephen Pitts

Schedule

Biweekly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Accelerated Reader Reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The number of students scoring level 3 and above will increase by 10%.. **1**

 G079562

G1.B1 Limited Science exposure. **2**

 B209805

G1.B1.S1 Create Science notebooks for every student that is a model of what the student has learned .

4

 S221635

Strategy Rationale

Help students use their own words and gives them opportunities to Close Read complex text.

Action Step 1 **5**

Students will create notebooks that represent knowledge learned throughout the year.

Person Responsible

Stephen Pitts

Schedule

On 5/5/2017

Evidence of Completion

Completed notebooks will be used as evidence of student knowledge.

G1.B1.S2 Conduct hands on experiments weekly to give students opportunities to connect concepts and text in to real life application. 4

S221636

Strategy Rationale

Action Step 1 5

The teacher will help students conduct hands on lab activities weekly.

Person Responsible

Stephen Pitts

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

walk throughs , lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

ETO Specialist will coordinate with teacher to be available for lab day.

Person Responsible

Schedule

On 5/5/2017

Evidence of Completion

Walk throughs, sign in sheets, and observations

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

FCAT data

Person Responsible

Stephen Pitts

Schedule

On 6/9/2015

Evidence of Completion

FCAT Science Scores

G2. The number of students scoring level 3 or above will increase by 10%. 1

G079563

G2.B2 Familiarity of test design 2

B209807

G2.B2.S1 Use I-Ready to monitor student performance, assign extra lessons to individual students and provide interventions on their level, via the teacher's toolkit 4

S221637

Strategy Rationale

Action Step 1 5

Teachers will monitor student progress on I-Ready and determine interventions needed.

Person Responsible

Zola Akins

Schedule

Monthly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Data meetings and I-Ready reports.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Data gathered from I-Ready progress monitoring.

Person Responsible

Stephen Pitts

Schedule

On 5/26/2017

Evidence of Completion

I-Ready reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Reports will be reviewed weekly in grade group meetings.

Person Responsible

Zola Akins

Schedule

Biweekly, from 9/2/2016 to 5/26/2017

Evidence of Completion

G3. The number of students scoring level 3 or above will increase by 10%. 1

G079564

G3.B1 Core Reading program being taught without fidelity. 2

B209808

G3.B1.S1 ETO specialist will assist teachers with Journeys implementation. 4

S221638

Strategy Rationale

Action Step 1 5

ETO Specialist will work with teachers in grades 3-5 to strengthen their delivery of the Journeys Reading Program

Person Responsible

Zola Akins

Schedule

Weekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

ETO Specialist will observe instruction, plan with teachers , model for teachers, and debrief with administration.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Planning schedules for teachers will be set to meet with ETO and administration.

Person Responsible

Schedule

Quarterly, from 9/1/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrators will participate in the planning between grade group levels and ETO.

Person Responsible

Stephen Pitts

Schedule

On 5/26/2017

Evidence of Completion

Walk-throughs and observations

G3.B3 Insufficient amount of time spent actively engaged with text on a daily basis. 2

B209810

G3.B3.S1 Students will be participate in the Accelerated Reader Program to increase the amount of time they spend actively engaged in eye to print reading. 4

S221639

Strategy Rationale

Action Step 1 5

Accelerated Reader reports will be pulled bi-weekly to monitor student participation and progress.

Person Responsible

Dawn Weeks

Schedule

Monthly, from 9/19/2016 to 5/25/2017

Evidence of Completion

Accelerated Reader Reports

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Reports will be turned in monthly to administration.

Person Responsible

Dawn Weeks

Schedule

Biweekly, from 8/17/2015 to 5/20/2016

Evidence of Completion

Read N Quiz reports will be monitored bi-weekly.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Check to see if student Lexile level is increasing.

Person Responsible

Stephen Pitts

Schedule

Monthly, from 10/30/2015 to 5/20/2016

Evidence of Completion

G3.B3.S2 Additional hour of Reading instruction using FL Ready and Journeys reteach red band 4

S226511

Strategy Rationale

Additional hour mandated for lowest 300 schools.

Action Step 1 5

All students will participate in an additional hour of Reading instruction daily.

Person Responsible

Zola Akins

Schedule

On 5/31/2017

Evidence of Completion

FL Ready Pre and Post Test

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2014					
G1.B1.S2.MA1 M276623	ETO Specialist will coordinate with teacher to be available for lab day.		9/8/2014	Walk throughs, sign in sheets, and observations	5/5/2017 one-time
2015					
G1.B1.S2.MA1 M276622	FCAT data	Pitts, Stephen	5/4/2015	FCAT Science Scores	6/9/2015 one-time
G1.B1.S2.A1 A279394	The teacher will help students conduct hands on lab activities weekly.	Pitts, Stephen	8/17/2015	walk throughs , lesson plans	5/20/2016 weekly
G3.B3.S1.MA1 M276631	Reports will be turned in monthly to administration.	Weeks, Dawn	8/17/2015	Read N Quiz reports will be monitored bi-weekly.	5/20/2016 biweekly
G3.B1.S1.A1 A279396	ETO Specialist will work with teachers in grades 3-5 to strengthen their delivery of the Journeys...	Akins, Zola	8/17/2015	ETO Specialist will observe instruction, plan with teachers , model for teachers, and debrief with administration.	5/20/2016 weekly
G3.B3.S1.MA1 M276630	Check to see if student Lexile level is increasing.	Pitts, Stephen	10/30/2015		5/20/2016 monthly
2016					
G3.B3.S2.A1 A287393	All students will participate in an additional hour of Reading instruction daily.	Akins, Zola	8/15/2016	FL Ready Pre and Post Test	5/31/2017 one-time
G1.B1.S1.A1 A279393	Students will create notebooks that represent knowledge learned throughout the year.	Pitts, Stephen	9/1/2016	Completed notebooks will be used as evidence of student knowledge.	5/5/2017 one-time
G3.B1.S1.MA1 M276629	Planning schedules for teachers will be set to meet with ETO and administration.		9/1/2016		5/26/2017 quarterly
G1.MA1 M276624	The District mid year and end of the year test	Pitts, Stephen	9/1/2016	Performance Matters data.	5/26/2017 quarterly
G2.B2.S1.A1 A279395	Teachers will monitor student progress on I-Ready and determine interventions needed.	Akins, Zola	9/1/2016	Data meetings and I-Ready reports.	5/26/2017 monthly
G2.B2.S1.MA1 M276626	Data gathered from I-Ready progress monitoring.	Pitts, Stephen	9/1/2016	I-Ready reports	5/26/2017 one-time
G3.MA1 M276632	Progress monitoring	Pitts, Stephen	9/1/2016	Accelerated Reader Reports	5/26/2017 biweekly
G2.B2.S1.MA1 M276625	Reports will be reviewed weekly in grade group meetings.	Akins, Zola	9/2/2016		5/26/2017 biweekly
G3.B1.S1.MA1 M276628	Administrators will participate in the planning between grade group levels and ETO.	Pitts, Stephen	9/2/2016	Walk-throughs and observations	5/26/2017 one-time
G2.MA1 M276627	I-Ready Diagnostics, Acaletics testing and FSA results..	Pitts, Stephen	9/16/2016		5/5/2017 quarterly
G3.B3.S1.A1 A279397	Accelerated Reader reports will be pulled bi-weekly to monitor student participation and progress.	Weeks, Dawn	9/19/2016	Accelerated Reader Reports	5/25/2017 monthly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	Students will create notebooks that represent knowledge learned throughout the year.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0141 - Greensboro Elementary School			\$100.00
2	G1.B1.S2.A1	The teacher will help students conduct hands on lab activities weekly.				\$0.00
3	G2.B2.S1.A1	Teachers will monitor student progress on I-Ready and determine interventions needed.				\$0.00
4	G3.B1.S1.A1	ETO Specialist will work with teachers in grades 3-5 to strengthen their delivery of the Journeys Reading Program				\$0.00
5	G3.B3.S1.A1	Accelerated Reader reports will be pulled bi-weekly to monitor student participation and progress.				\$3,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0141 - Greensboro Elementary School	Title I Part A		\$3,300.00
6	G3.B3.S2.A1	All students will participate in an additional hour of Reading instruction daily.				\$72,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0141 - Greensboro Elementary School			\$72,000.00
Total:						\$75,400.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10j

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

Gretna Elementary School



2016-17 School Improvement Plan

Gretna Elementary School

706 M L KING BLVD, Gretna, FL 32332

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	B	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	N/A	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Gretna Elementary will create a school environment that builds self-esteem, develops positive work habits and promotes school and community cooperation necessary to produce measurable academic growth and productive citizens.

b. Provide the school's vision statement

We, the staff of Gretna Elementary School, envision a climate of caring, helpful, and sharing which will encourage superior student performance, develop positive attitudes and promote wholesome self-concepts.

We also envision all students achieving at their highest level of proficiency by providing excellent, yet appropriate, learning experiences to include the application of the latest technology.

We will remain committed to creating and sustaining a world class school by continual participation in professional in-services, college courses, conferences, workshops and educational observances.

Students, parents, and the community, will assist in designing an educational program that will help Gretna Elementary reach the eight state goals in Florida's System of School Improvement and Accountability. Our vision is supported by the belief that the partners and the administrators, teachers, students, parents, and community members must work together in designing an educational program that will cultivate Gretna Elementary School's success.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers at Gretna Elementary School listen, assess individual student strengths, and create ways for students to express themselves and demonstrate their understanding. As a result students become more engaged and take more risks in classroom activities. An understanding for student culture also lays the groundwork for a mutual respect between students and teacher. Teachers continuously monitor the students in order to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion gives the teacher a better understanding of the child's learning difficulties. Once a teacher becomes aware of the problems, there is more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom.

In order to foster relationships, we also:

- Attend District provided Professional Development on multicultural offerings.
- Schedule and plan school wide multicultural projects.
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).
- Form a representative student task force comprised of representative multicultural groups.
- Provide professional development to staff on increasing positive interactions with students.

•Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The educational setting at Gretna is attractive, comfortable and well kept so that the students feel that the school is a place worth being and they are worth the effort. The rooms are arranged so that the teacher can monitor all students at the same time. Any type of verbal abuse, put downs, threatening behaviors or violence is not allowed. We create a safe and positive educational environment by promoting positive teacher student relationships, creating a nurturing atmosphere, establishing clear and consistent expectations for behavior, delivering appropriate amounts of structure for specific situations/needs, and providing proactive intervention of problems. Parents and guests are required to report to the office upon visiting the campus so that their presence is known. The school also has a Raptor Identification System used to screen guests through personal ID to determine if they are allowed on campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Gretna has a Positive Behavior Support (PBS) system that rewards students for meeting high expectations. The schoolwide behavioral system is paired with interventions to make all students feel welcomed and supported. There exists an environment where students and teachers feel positively stimulated, well-supported, and engaged in pursuing the learning objectives of the day. Student engagement is especially important in preventing problems. Simply stated, active learning is learning by doing, listening, looking, and asking; but it is not just being active that counts. Our students are asked to seek out answers and learn for themselves. Specific activities are designed to capitalize on student interests and curiosity, involve them in problem solving and guided inquiry, and elicit their thinking through reflective discussions and appropriate products. Students are provided many hands-on activities that are designed to increase student engagement. However, should a child not adhere to the expectations that have been set based on the District Code of Conduct, then those students are subject to receiving the consequences that are listed within the same document. A part of the pre-planning inservices provided for personnel is a session to review both the district's and school's expectations for students and how to enforce the appropriate response.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Gretna Elementary School teachers work hard to create stimulating, caring, and supportive classrooms to motivate learning of subject matter and academic skills. They also provide conditions for social and emotional learning where students learn to cooperate, share responsibility, develop understanding and skills related to conflict resolution and mediation, and much more. The classrooms are arranged and instruction is organized to promote positive behavior. Our optimal design promotes personalized and holistic learning and minimizes learning, behavior, and emotional problems. When a problem does arise, it is addressed immediately with response to intervention strategies. There is also a guidance counselor who is available to provide needed services that address student needs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our school's early warning system includes students who miss 10% or more of instructional time, students who are retained, students who are not proficient in reading by third grade, students who are level 1 on state wide assessments, students who receive two or more behavior referrals, and students who receive one or more behavior referrals that lead to suspension.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	4	5	4	2	3	0	0	0	0	0	0	0	24
One or more suspensions	0	3	7	1	1	1	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	13	9	16	0	0	0	0	0	0	0	38
3rd Grade Level 1 & 2 Students	0	0	0	27	0	0	0	0	0	0	0	0	0	27
Student Retentions	0	0	0	4	0	0	0	0	0	0	0	0	0	4

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	1	1	2	1	0	0	0	0	0	0	0	0	5

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Differentiated instruction in the classroom
- Small group or individual remediation in the classroom
- After-school remediation/extended learning opportunities
- Computer-based remediation programs in reading and math

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our Partner in Education program is the springboard to build and sustain partnerships with the local community. Through these partnerships, Gretna Elementary is able to secure and utilize resources to support the school and student achievement. Our school based PIE representative establishes new relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: Gretna Correctional Institution, City of Gretna, Second Harvest, and additional organizations.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Franklin, Micheal	Principal
Rosier, Caroline	Teacher, K-12
Lewis, Sonja	Instructional Media
Wells, Carla	Assistant Principal
Piawah, Helen	Teacher, K-12
Ivory, Dwayne	Teacher, K-12
Harrell, Sherita	Guidance Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Assistant Principal and Instructional Media Coach assist in monitoring intervention fidelity, providing teachers with appropriate interventions, and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. District Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, District Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The effectiveness of core intervention is assessed by analyzing student performance on measures such as the I-Ready and Acaletics programs as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations.

Within an MTSS framework, student data is entered into such programs as Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FSA scores, I-Ready and Acaletics data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Gretna Elementary School coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information and Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school and their child. Parent funds from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports. mobile resource unit.

Gretna Elementary School's coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Gretna Elementary School coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

The Supplemental Academic Instruction (SAI) allocation in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to

catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting.

Gretna Elementary School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

The school participates in the early intervention programs through Voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning . Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation. The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Micheal Franklin	Principal
Sonja Wilson-Lewis	Teacher
Delores Quintero	Business/Community
Crystal Myles	Parent
Sherita Harrell	Parent
Tavia Dilworth	Parent
Kimberly McNealy	Parent
Angelica Long	Parent
Stephanie Frierson	Parent
Patricia Williams	Parent
Shaquita Weston	Parent
Shelitha Payne	Parent
James Payne	Parent
Jera Francis	Parent
Felicia James	Parent
Eddie Allen	Parent
Elizabeth Kyllenon	Teacher
Isabella Hurtado	Student
Kaleena Bright	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the initial SAC meeting, we reviewed last year's school improvement plan in conjunction with the 2016 FSA results to determine an evaluation of it's goals and effectiveness based on data that is has been analyzed and presented.

b. Development of this school improvement plan

Data-driven decision making drives school improvement. During the development of the school improvement plan, the SAC reviewed relevant data, identified problem areas, developed and recommended improvement strategies.

c. Preparation of the school's annual budget and plan

In the spring, the projected school budget for the 2016-2017 school year was shared with the SAC and input was collected. During the August 2016 meeting, updated budget information was shared and the SAC determined allocations for professional development for teachers as well as expenditures for instructional materials.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds were allocated for school improvement last year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Other
House, Ira	Teacher, K-12
Ivory, Dwayne	Teacher, K-12
Piawah, Helen	Teacher, K-12
Rosier, Caroline	Teacher, PreK
Wells, Carla	Assistant Principal
Ancion, Josemane	Teacher, K-12
James, Tricia	Teacher, K-12
Lewis, Sonja	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major initiatives of the Literacy Leadership Team will include proper implementation of the Journeys program and K-12 Reading plan. The Literacy Leadership Team is a team of literacy leaders within the school who will support and act as the vehicle for change to assist the faculty in becoming a working, learning community, striving to acquire knowledge in the area of literacy instruction over time through professional development. Programs include Pizza Hut Book-It, Celebrate Literacy Week, Reading Adventures and Project Based Learning Media Content.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Gretna Elementary school has worked to ensure that teachers and other professionals have time to collaborate through grade group meetings, data meetings, and lesson study, in which teachers collaboratively plan, observe, and analyze classroom lessons. Teachers are provided with a common planning time across the grade so that they may discuss challenges and successes of day-to-day instruction so that adaptations or modifications may be made as needed to foster student success.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to attract, develop, and retain a highly motivated, diverse and competent faculty, Gretna Elementary School has implemented a process to meet the changing need of professionals in education. Potential candidates are interviewed at the Gadsden County School Job Fair which was open to qualified

individuals seeking employment in the district. The District lists Employment Opportunities online for individuals desiring employment with the school system.

The Principal accesses this database and selects potential interviewees who are qualified to teach at the elementary school level. Applicants are interviewed for a predetermined position and after careful consideration by a selection team are offered employment. As a member of the Gretna Faculty, the newly hired teacher is then provided professional development opportunities to expand their knowledge and improve the quality of their instruction. They are assigned a mentor, and are provided frequent feedback and evaluation to enhance their instructional skills.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

An experienced teacher who has been able to show student growth and effective ways to manage and educate students with high quality instruction is paired with a new teacher. Planned mentoring activities include weekly sessions working on lesson plans, classroom management, orientation to Gadsden County School policies, conferences, and observations as prescribed by the Beginning Teacher's program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Gretna Elementary will use Go Math! and Journeys Reading programs as its core curriculum, both of which align with the Florida Standards. The instructional programs and materials that are adopted and supported by the District have been reviewed by the Instructional Specialists prior to dissemination to the school. Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Gretna ensures its core instructional programs and materials are aligned to Florida's Standards during weekly PLC/common planning times. During these meetings, the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study. The units include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In addition, instructional teams use the FSA Test Item Specification. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Gretna Elementary School uses the RTI process to differentiate instruction to meet the diverse needs of our students. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality

instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

Modification or supplementation is ensured by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and Mathematics Florida Standards.
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards and Mathematics Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Students receiving push-in/pull out services for ESE/ELL

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,080

Students will receive 60 minutes of supplementary reading instruction on the skills that have been identified for testing with the Florida Standards Reading Assessments and from data obtained through iReady diagnostic testing during the last instructional hour of the day.

Strategy Rationale

An extended day has been mandated as a part of the DA process. The rationale is that an additional hour of reading can foster improvement in proficiency in reading while building on what students are learning during the school day to extend the knowledge they already have. This should then result in improved reading scores on the Florida Standards Assessment for Reading test.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Franklin, Micheal, franklinm@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Standardized test scores and student grades
iReady progress monitoring weekly reports
School attendance rate
Behavioral infractions

All three are a part of the Early Warning System that is used to track student progress and determine if interventions are needed.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The plan for assisting preschool children in transition from the early childhood program to the local elementary school program and from the 5th grade to the local middle school program utilized by Gretna Elementary School is found in the curriculum for Gadsden County's School Readiness Initiatives and the District Pupil Progression Plan.

Assessment tools are used to determine student readiness. These include the LAP-R (Learning Accomplishment Profile-revised Edition) given to pre-kindergarteners three times a year (September, January, and April) and the FSA(Florida Standards Assessment) Reading and Math a state-mandated assessment administered to 5th Graders once a year, and interim assessments administered twice a year.

Needs Assessment is another strategy used to assist in readiness for transition. After the assessments are administered and scored, computer generated reports are provided for staff and later shared with parents during conferencing sessions (required for parents of pre-kindergarteners). The staff disaggregates the data to look for both strengths and weaknesses in student performance. Pre-planning/planning of developmentally appropriate lessons, activities, learning/language experiences, and alternative assessments are then developed and implemented. Parents are invited and expected to be involved in the stages of their child's progression of learning, as well.

Parent Involvement: At the pre-kindergarten level, a Pre-K Coalition is organized, which is similar in its function, roles, and responsibilities to that of a school advisory council. This coalition advises the school-level administration on issues regarding students and their needs; makes decisions related to curriculum; assists with the development of the budget and provides input over the spending of the school-level Pre-K funds. This coalition (representative of all schools with Pre-K programs) meets on a regularly established basis and is open to all Pre-K parent representatives along with District-level Pre-K staff. Minutes, plans, and/or initiatives are communicated back to the school-level parents and acted upon. Parents of K-5 students have extended opportunities to participate on the school's established School Advisory Council (SAC) as members, officers, and/or meeting attendees.

To acclimate parents and their children to the elementary school setting prior to attending Pre-K and/or kindergarten, an orientation is scheduled, advertised, and held inviting new-comers to the campus site. Information regarding expectations, policies, the curriculum, and activities are shared during this time. Outgoing 5th graders are provided a Middle School orientation at James A. Shanks Middle School and receive the pre-registration paperwork from West Gadsden High School. After the orientation is held, parents and students tour the campus, meet teachers, and key staff members.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase students' comprehension through integration of knowledge and ideas, then 40% of students will score at level 3 or above on the Florida Standards Reading assessment.
- G2.** If we increase student understanding of Measurement, Data, and Geometry, then 60% of students will score at level 3 or above on the Florida Standards Mathematics assessment.
- G3.** If we increase student exposure to and comprehension of informational text, then 35% of the 5th grade students will demonstrate proficiency on the FCAT Science assessment with level 3 or higher scores.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase students' comprehension through integration of knowledge and ideas, then 40% of students will score at level 3 or above on the Florida Standards Reading assessment. 1a

G076761

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of understanding of how to effectively apply relevant student data to their instruction.

Resources Available to Support the Goal 2

- Journeys (District Reading Program)
- ThinkCentral
- iReady
- Florida Standards for Language Arts
- FSA Test Items Specifications
- Read-n-Quiz
- Florida Item Bank and Test Platform
- Phonics for Reading
- CPalms

Plan to Monitor Progress Toward G1. 8

Edivate data, lesson plans, digital data notebooks, and progress reports will be routinely examined for evidence of data being applied to instruction.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

The collection of lesson plans, weekly data from supplemental computer programs, student work samples, and the results of weekly assessments will be evidence of completion.

G2. If we increase student understanding of Measurement, Data, and Geometry, then 60% of students will score at level 3 or above on the Florida Standards Mathematics assessment. 1a

G076762

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	60.0
Math Gains	50.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge for rigorous instruction.

Resources Available to Support the Goal 2

- Principal with Elementary Math Teaching Experience
- Go Math text
- Acaletics
- ThinkCentral
- iReady
- Online Supplemental Programs
- Florida Item Bank and Test Platform

Plan to Monitor Progress Toward G2. 8

Mathematics assessments will be created and/or administered to assess students' ability to effectively apply mathematical concepts.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

An analysis of student work samples reflecting the use of manipulatives to make connections in measurement and geometry. Weekly data reports and observational feedback.

G3. If we increase student exposure to and comprehension of informational text, then 35% of the 5th grade students will demonstrate proficiency on the FCAT Science assessment with level 3 or higher scores. **1a**

G076763

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	35.0

Targeted Barriers to Achieving the Goal **3**

- Student background knowledge

Resources Available to Support the Goal **2**

- District Pacing Guide
- SmartBoard
- Next Generation Sunshine State Science Standards
- Science Test Item Specifications
- ETO Specialist
- Science Interactive Text

Plan to Monitor Progress Toward G3. **8**

The Leadership Team will use classroom observation data and Science Unit Test results.

Person Responsible

Micheal Franklin

Schedule

Biweekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Student samples and teachers' data notebooks will be used to demonstrate the goal is being monitored and progress is being made.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase students' comprehension through integration of knowledge and ideas, then 40% of students will score at level 3 or above on the Florida Standards Reading assessment. **1**


 G076761

G1.B1 Teachers' lack of understanding of how to effectively apply relevant student data to their instruction.

2

 B201125

G1.B1.S1 The leadership team representative will meet weekly with PLC/common planning teams to support the teams in integrating knowledge and ideas based on standards and current student data. **4**

 S212817

Strategy Rationale

With the guidance and support of the administration, teams will learn how to facilitate comprehension through standards-based and data-driven instruction.

Action Step 1 **5**

Grade Group meetings will be held weekly, on Wednesday or Thursday, with an assigned leadership team representative to analyze and discuss data for student strengths and weaknesses with possible implications for additional remediation.

Person Responsible

Carla Wells

Schedule

Biweekly, from 8/24/2016 to 5/18/2017

Evidence of Completion

Lesson plans and classroom observations will show common planning and collaboration on standards based instruction and relevant student data. Bi-weekly data meeting discussions, Edivate data, i-Ready data, lesson plan documentation, and digital data notebooks will display evidence of both staff and student growth.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Edivate data, lesson plans, digital data notebooks, and progress reports/report cards will be used to monitor fidelity of implementation.

Person Responsible

Sonja Lewis

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Grade group meeting agendas, bi-weekly data meeting minutes, Edivate data, lesson plan documentation, i-Ready forms, weekly data reports, and digital data notebooks will display evidences of both staff and student growth.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Routine, periodic walk-throughs, observations, and discussions with teachers.

Person Responsible

Carla Wells

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Lesson Plans and Observations from Classroom walk-throughs will be discussed during data meetings and instruction will be adjusted accordingly. Teachers will be provided feedback in regards to student engagement, classroom management, and student performance. Students will receive progress reports.

G2. If we increase student understanding of Measurement, Data, and Geometry, then 60% of students will score at level 3 or above on the Florida Standards Mathematics assessment. 1

G076762

G2.B1 Lack of teacher knowledge for rigorous instruction. 2

B201126

G2.B1.S1 Provide professional development opportunities for teachers in using manipulatives. 4

S212818

Strategy Rationale

The use of manipulatives affords students a greater opportunity to make connections between the concrete and the abstract. In turn, student engagement increases and concepts are acquired at not only an easier pace, but also at a deeper level.

Action Step 1 5

Model the use of manipulatives to increase student engagement.

Person Responsible

Micheal Franklin

Schedule

Daily, from 8/22/2016 to 5/22/2017

Evidence of Completion

Lesson Plans, Common Boards, Smartboards, Classroom Observations, PD Sign-In sheets and agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson plans will be reviewed weekly and classroom walk-throughs will be conducted to determine the extent to which teachers are utilizing manipulatives in math instruction.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Feedback to teachers' lesson plans and documentation of walk-throughs will be evidence of monitoring.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will meet with the Instructional Leader on Monday to discuss targeted math concepts for the week with an emphasis on instructional delivery.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Data reports for weekly math assessments and walk-through documentation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Evaluation of student work samples will indicate if students are comprehending mathematical concepts.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Feedback provided to teachers will be evidence that the monitoring has taken place. Acaletics and I-Ready data will also be analyzed for student growth.

G3. If we increase student exposure to and comprehension of informational text, then 35% of the 5th grade students will demonstrate proficiency on the FCAT Science assessment with level 3 or higher scores. 1

G076763

G3.B1 Student background knowledge 2

B201127

G3.B1.S1 Assess background knowledge 4

S212819

Strategy Rationale

Assessment should occur before and during instruction, and not just in summative exercises at the end of a unit. Regarding background knowledge, it is valuable to determine what will be needed and assess the extent to which students possess it. If and when gaps are noticed, the teacher can actively build it to facilitate new learning.

Action Step 1 5

The Leadership Team will coordinate a professional development calendar to include professional development on implementation of background knowledge assessments (anticipation guides and learning scales).

Person Responsible

Micheal Franklin

Schedule

Quarterly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Sign-In Sheets; Agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans will be checked for the inclusion of anticipation guides. Informal observations and walk-throughs will continue.

Person Responsible

Micheal Franklin

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Lesson plan checklist; student samples; Teacher evaluations; Kahoot

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The Leadership Team will provide opportunities to coach, model, and give feedback to all instructional staff. Deliberate Practice plans will provide a focus for professional development on using informational text to establish background knowledge.

Person Responsible

Micheal Franklin

Schedule

Biweekly, from 8/22/2016 to 5/22/2017


Evidence of Completion

Collecting Edivate coaching walk throughs, informal and formal observations, lesson plan checklists, and data notebooks will display evidences of both staff and student growth. Teachers will also be required to create deliberate practice plans. Securing agendas from professional development opportunities will also be the responsibility of the teacher.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1 M258305	Edivate data, lesson plans, digital data notebooks, and progress reports will be routinely examined...	Franklin, Micheal	8/22/2016	The collection of lesson plans, weekly data from supplemental computer programs, student work samples, and the results of weekly assessments will be evidence of completion.	5/22/2017 weekly
G2.MA1 M258309	Mathematics assessments will be created and/or administered to assess students' ability to...	Franklin, Micheal	8/22/2016	An analysis of student work samples reflecting the use of manipulatives to make connections in measurement and geometry. Weekly data reports and observational feedback.	5/22/2017 weekly
G3.MA1 M258312	The Leadership Team will use classroom observation data and Science Unit Test results.	Franklin, Micheal	8/22/2016	Student samples and teachers' data notebooks will be used to demonstrate the goal is being monitored and progress is being made.	5/22/2017 biweekly
G1.B1.S1.MA1 M258303	Routine, periodic walk-throughs, observations, and discussions with teachers.	Wells, Carla	8/22/2016	Lesson Plans and Observations from Classroom walk-throughs will be discussed during data meetings and instruction will be adjusted accordingly. Teachers will be provided feedback in regards to student engagement, classroom management, and student performance. Students will receive progress reports.	5/22/2017 weekly
G1.B1.S1.MA1 M258304	Edivate data, lesson plans, digital data notebooks, and progress reports/report cards will be used...	Lewis, Sonja	8/22/2016	Grade group meeting agendas, bi-weekly data meeting minutes, Edivate data, lesson plan documentation, i-Ready forms, weekly data reports, and digital data notebooks will display evidences of both staff and student growth.	5/22/2017 weekly
G3.B1.S1.A1 A265699	The Leadership Team will coordinate a professional development calendar to include professional...	Franklin, Micheal	8/22/2016	Sign-In Sheets; Agendas	5/22/2017 quarterly
G3.B1.S1.MA1 M258311	Lesson plans will be checked for the inclusion of anticipation guides. Informal observations and...	Franklin, Micheal	8/22/2016	Lesson plan checklist; student samples; Teacher evaluations; Kahoot	5/22/2017 weekly
G2.B1.S1.MA1 M258307	Lesson plans will be reviewed weekly and classroom walk-throughs will be conducted to determine the...	Franklin, Micheal	8/22/2016	Feedback to teachers' lesson plans and documentation of walk-throughs will be evidence of monitoring.	5/22/2017 weekly
G2.B1.S1.MA3 M258308	Teachers will meet with the Instructional Leader on Monday to discuss targeted math concepts for...	Franklin, Micheal	8/22/2016	Data reports for weekly math assessments and walk-through documentation.	5/22/2017 weekly
G2.B1.S1.A1 A265698	Model the use of manipulatives to increase student engagement.	Franklin, Micheal	8/22/2016	Lesson Plans, Common Boards, Smartboards, Classroom Observations, PD Sign-In sheets and agendas	5/22/2017 daily
G3.B1.S1.MA1 M258310	The Leadership Team will provide opportunities to coach, model, and give feedback to all...	Franklin, Micheal	8/22/2016	Collecting Edivate coaching walk throughs, informal and formal observations, lesson plan cehcklists, and data notebooks will display evidences of both staff and student growth. Teachers will also be required to create deliberate practice plans. Securing agendas from professional development opportunities will also be the responsibility of the teacher.	5/22/2017 biweekly
G2.B1.S1.MA1 M258306	Evaluation of student work samples will indicate if students are comprehending mathematical...	Franklin, Micheal	8/22/2016	Feedback provided to teachers will be evidence that the monitoring has taken	5/22/2017 weekly

Gadsden - 0171 - Gretna Elementary School - 2016-17 SIP
 Gretna Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				place. Acaletics and I-Ready data will also be analyzed for student growth.	
G1.B1.S1.A1  A265697	Grade Group meetings will be held weekly, on Wednesday or Thursday, with an assigned leadership...	Wells, Carla	8/24/2016	Lesson plans and classroom observations will show common planning and collaboration on standards based instruction and relevant student data. Bi-weekly data meeting discussions, Edivate data, i-Ready data, lesson plan documentation, and digital data notebooks will display evidence of both staff and student growth.	5/18/2017 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If we increase students' comprehension through integration of knowledge and ideas, then 40% of students will score at level 3 or above on the Florida Standards Reading assessment.

G1.B1 Teachers' lack of understanding of how to effectively apply relevant student data to their instruction.

G1.B1.S1 The leadership team representative will meet weekly with PLC/common planning teams to support the teams in integrating knowledge and ideas based on standards and current student data.

PD Opportunity 1

Grade Group meetings will be held weekly, on Wednesday or Thursday, with an assigned leadership team representative to analyze and discuss data for student strengths and weaknesses with possible implications for additional remediation.

Facilitator

Assistant Principal and Instructional Media Coach

Participants

Faculty

Schedule

Biweekly, from 8/24/2016 to 5/18/2017

G2. If we increase student understanding of Measurement, Data, and Geometry, then 60% of students will score at level 3 or above on the Florida Standards Mathematics assessment.

G2.B1 Lack of teacher knowledge for rigorous instruction.

G2.B1.S1 Provide professional development opportunities for teachers in using manipulatives.

PD Opportunity 1

Model the use of manipulatives to increase student engagement.

Facilitator

Micheal Franklin, Principal

Participants

K-5 Teachers

Schedule

Daily, from 8/22/2016 to 5/22/2017

G3. If we increase student exposure to and comprehension of informational text, then 35% of the 5th grade students will demonstrate proficiency on the FCAT Science assessment with level 3 or higher scores.

G3.B1 Student background knowledge

G3.B1.S1 Assess background knowledge

PD Opportunity 1

The Leadership Team will coordinate a professional development calendar to include professional development on implementation of background knowledge assessments (anticipation guides and learning scales).

Facilitator

Carla Wells

Participants

3rd, 4th, and 5th Grade Teachers

Schedule

Quarterly, from 8/22/2016 to 5/22/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	Grade Group meetings will be held weekly, on Wednesday or Thursday, with an assigned leadership team representative to analyze and discuss data for student strengths and weaknesses with possible implications for additional remediation.	\$0.00
2	G2.B1.S1.A1	Model the use of manipulatives to increase student engagement.	\$0.00
3	G3.B1.S1.A1	The Leadership Team will coordinate a professional development calendar to include professional development on implementation of background knowledge assessments (anticipation guides and learning scales).	\$0.00
Total:			\$0.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10k

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

Havana Magnet School



2016-17 School Improvement Plan

Havana Magnet School

1210 KEMP RD, Havana, FL 32333

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	F	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	Northwest	Melissa Ramsey
Former F	Turnaround Status	
Yes	Former F	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Havana Middle School is to deliver integrated curricula rich in communication and creativity from master teachers who seek continual self-development and school improvement while embracing and providing a climate of mutual respect between the families, the community, and the school. Students will actively participate in learning through engaging use of technology and arts-enriched lessons as they grow towards academic mastery.

b. Provide the school's vision statement

The vision of Havana Magnet School is to achieve a legacy of developing young minds that utilize critical thinking skills to creatively approach challenges and embrace diversity. Students will become self-driven learners and active participants in society by taking personal ownership of their academic journey. Learning at Havana Magnet School will reach outside its walls so that students develop a global perspective of their future role in protecting and improving the world in which they live.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Havana Magnet School offers many opportunities for teachers and students to build relationships. Our school's climate survey and language survey help to provide a snapshot of our students' cultural needs. During core subject area instruction, students are allowed to include their real world experiences to enhance the lesson and offer various cultural perspectives. Core subject area teachers are required to include real world applications during instruction daily. Teachers make an effort to include students' interest in enhancing the relevancy of these experiences. In addition, History of Holocaust, History of African and African Americans, Hispanic Contributions, Women's Contributions and Sacrifices of Veterans are acknowledged in our middle grades.

Teachers establish and maintain a positive rapport with students daily and beyond matriculation to the next grade level. This positively impacts the overall school culture and further facilitates student success and motivation.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Havana Magnet School ensures the following activities take place daily to guarantee students feel safe and respected before, during, and after school:

- 1) School staff meets students as the buses arrive in the morning and load in the afternoon;
- 2) School staff monitors and directs a safe drop-off and pick-up operation for car riders;
- 3) All visitors are screened via the Raptor system;
- 4) School staff monitors the cafeteria during breakfast and lunch;
- 5) Guidance counselor provides bullying assemblies on a quarterly basis;
- 6) School staff monitors the hallways and corridors during transition of classes;
- 7) Monthly emergency drills are conducted; and
- 8) Resource officer provides character and anti-bullying class discussions on a daily basis.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Havana Magnet School adheres to the district's Student Code of Conduct to ensure there are minimal disruptions during instructional time. Additionally, all teachers have a clear set of rules and expectations for students to follow. When a student commits an infraction, the teacher follows the established guidelines set forth in the Student Code of Conduct. All teachers participate in a mini-inservice during preplanning that addresses the district's Student Code of Conduct.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance counselor is available to all students if counseling services are needed. The guidance counselor has created a form for teachers to identify and request services in order to meet the needs of all students. Also, additional outside counseling services such as social workers and psychologists are available to provide one-on-one counseling if deemed necessary. Teachers and volunteers serve as mentors on a daily basis. College students from area universities and colleges serve as mentors to assist students with homework, social or emotional needs.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school adheres to the district's Response to Intervention (RtI) plan and uses Performance Matters and Skyward systems to identify those students who have daily attendance below 90%, have been suspended one or more times, have course failures in ELA or mathematics and who performed at level one on prior statewide assessments.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Havana Magnet School employs several intervention strategies for students who exhibit early warning system indicators and they are as follows:

- 1) Parents receive phone calls on a daily basis that notify them of their child's absences and/or tardies. The social worker is also notified of excessive absences and asked to follow up to ascertain the reasons for the absences and offer ways to curb the unexcused absences;
- 2) A student study team meeting is held for students that are being suspended often and intervention strategies are discussed and utilized to improve student behavior;
- 3) Students at the middle school level who fail the prior year's statewide ELA and/or mathematics standardized assessments are enrolled in a remedial course the following school year.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The administration at Havana Magnet School seeks donations and volunteer participation from faith-based partners, community organizations, and business to assist with school projects and activities. The school has an active volunteer program in place that supports classroom learning, functions, and school-wide programs.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Delshuana	Principal
Weeks, Kameelah	Assistant Principal
Sawyer, Artranise	Assistant Principal
Peterson , Cheryl	Instructional Technology
Robinson, Portia	Guidance Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Havana Magnet School seeks to implement a distributed leadership model wherein all stakeholders have the opportunity to develop leadership skills, contribute to leadership decisions, and assume leadership roles. The Leadership Team consists of the principal, assistant principals, instructional coach, and guidance counselor.

The principal's role is to coordinate and align the leadership efforts and resources within the school to create a quality educational setting and thereby increase student achievement. She consistently reviews student data and provides the necessary resources to teachers to ensure student mastery. The assistant principals develop curriculum frameworks and pacing guides for all core academic areas. The assistant principals are responsible for reviewing data on a weekly basis to ensure students are mastering the standards set forth in pacing guides. In addition, they monitor and model instructional programs and strategies for teachers. The assistant principals provide inservices in their areas of expertise for all teachers. The instructional coach is responsible for making certain the core English Language Arts (ELA) program is implemented with fidelity. Also, she reviews data on a weekly basis to make sure all students needs are being met. The instructional coach develops and provides inservice to all teachers. The guidance counselor provides a comprehensive guidance program for all students that includes character education and social skills. She assists the principal in identifying early warning system indicators for students and provide intervention strategies when deemed necessary. The guidance counselor coordinates Student Study Team Meetings for students that are at risk behaviorally and academically. She is responsible for checking that struggling students are receiving the necessary accommodations to ensure they are successful in all core subject areas. She certifies that student Individual Education Plans (IEPs) are current and followed with fidelity. The Leadership Team meets and collaborates daily to ensure there is a well-balanced instructional program at Havana Magnet School.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Havana Magnet School coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of Parent Involvement Plans (PIPs) and Parent Expos where children and their parents

come to the school for teacher conferences related to their grade reports.

Havana Magnet School's coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Havana Magnet School coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL students are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The school coordinates with the Title IV, Part B 21st Century Program to ensure a seamless system of instructional support for students who are struggling and need additional time with a different teacher and in a different way. There is ongoing communication between the teacher of record and the teacher providing afterschool instruction so that student weaknesses can be specifically addressed. There is a strong focus on project based learning to enhance student participation, engagement, and understanding.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless students will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are over age, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing dropouts and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting.

Havana Magnet School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists who work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation. The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent

liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Melissa McGriff	Parent
Karen Holton-Hall	Parent
Delshuana Jackson	Principal
Kimberly Sailor	Parent
Ashley Griffin	Teacher
Laura Reynolds	Parent
Tynease Showers	Business/Community
Angela Hayes	Parent
Jerome Showers	Business/Community
Fert Richardson	Business/Community
Tonya Green	Parent
Monica Murphy	Parent
Terri Owen	Parent
Edny Thomas	Parent
Adelid Escamilla	Parent
Antonio Vasquez	Parent
Tanisha Miller	Parent
Jessica Rivas	Parent
Eddie Allen	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the initial School Advisory Council (SAC) meeting, the prior year's School Improvement will be evaluated and reviewed and members will have the opportunity to provide suggestions and/or feedback.

b. Development of this school improvement plan

The School Advisory Council (SAC) is given the opportunity to review the current School Improvement Plan (SIP) and provide suggestions and/or feedback. The principal routinely engages SAC in quarterly data updates and the SAC provides input and suggestions for improvement.

c. Preparation of the school's annual budget and plan

The school has not been allocated School Improvement funds for 2016-2017 at this time. When those funds become available the SAC will have direct input into how the funds will be used.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

No funds were allocated last year and there were no projects for which a budget was developed.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jackson, Delshuana	Principal
Weeks, Kameelah	Assistant Principal
King, Courtney	Teacher, K-12
Bryant, Pamela	Teacher, K-12
Smtih-Peterson, Cheryl	Instructional Coach
Milton, Dierra	Instructional Media
Jones, Tanya	Teacher, K-12
Wimberly, Joan	Teacher, K-12
Jones, Mariah	Teacher, K-12
Weeks, Kameelah	Assistant Principal
Sawyer, Artranise	Teacher, K-12
Trimmings, Justina	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team (LLT) plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations, promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home. Major initiatives for Literacy Leadership Team includes the implementation of a school-wide reading plan via Renaissance Learning (Accelerated Reader, STAR Early Literacy, and STAR Reading) national/state-wide literacy celebrations, parent trainings, reading workshops, and the implementation of school wide reading incentive programs and classroom standards-based projects. This is a continuous process throughout the entire school year.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

A variety of strategies is used to encourage a positive working relationship between teachers at Havana Middle School. Bi-weekly departmental/team meetings are held to discuss data and curriculum. During these meetings, teachers are required to share strategies, resources, and materials that have proven to be successful in their classrooms. Additionally, teachers are given the opportunity to share concerns as they relate to curriculum and instruction. Teachers are encouraged to meet outside of departmental/team meetings to encourage additional collaboration. Teachers attend professional development activities in district and outside of the district and return to share the concepts/strategies with fellow colleagues. Faculty meetings allow teachers to collaborate across grade levels and content areas.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In conjunction with the district's initiatives, our school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school are as follows: promote and host district recruitment fairs; create pool positions to attract the maximum number of qualified candidates; work with teacher bargaining unit to identify ways to offer differentiated and performance pay; provide reimbursement for fees for college courses and certification test fees to become highly qualified; assist teachers in obtaining ELL (English Language Learners) and reading endorsements; and provide paid summer trainings for teachers professional growth and inservice points toward recertification.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All teachers with less than three years in the district are assigned a mentor teacher within their grade level. The mentor teacher assists with instructional planning, behavior management, development of daily routines, and motivation, etc.

The mentors hold regular mentor/mentee meetings to focus on the Florida Educator Accomplished Practices, as well as to assist the mentees as needed. In addition to the mentor support, new teachers meet with grade level teams for monthly meetings. The administration also meets with the new teachers on an as needed basis.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The District adopted English Language Arts (ELA) and mathematics core instructional programs from a state adopted instructional materials list that are aligned with the Florida Standards. Teachers are required to follow district-approved pacing guides for ELA and school-level pacing guides for mathematics. For progress monitoring purposes, the district's Educational Transformational Office (ETO) along with the assessment office provides baseline, interim, and post assessments for all core subject areas that are aligned to the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments

Havana Magnet School uses a data-driven approach to differentiated instruction in order to meet the needs of diverse learners. Beginning the first week of school, baseline assessments are administered in English Language Arts (ELA), mathematics, science, and social studies to determine students' strengths and weaknesses. The data from these assessments are utilized to create school level pacing guides. After the initial assessments, teachers focus on specific skills aligned to the pacing guides and assess students on a weekly or bi-weekly basis via mini-assessments. Students that do not achieve a score of seventy (70%) or higher on the mini-assessments are provided intervention via small groups with additional classroom instruction. Additionally, students that scored a level one (1) on the prior year's English Language Arts (ELA) statewide standardized assessment are enrolled in an intervention class for one hundred (100) minutes to receive additional instruction in reading and writing. In mathematics, low performing students are enrolled in an intervention class to receive fifty (50) minutes of additional instruction to include Acaletics Math Club. Acaletics Math Club allows for the teacher to provide additional instruction in skills that students are struggling with during core instruction.

The principal, assistant principals, and reading coach monitors student data in all core areas to ensure students are sustaining and making growth. The data is reviewed weekly and action is taken immediately. For example, if students display proficiency on an assessment, teachers are required to provide enrichment activities to extend the standard. Students who do not display proficiency on the assessment will be addressed via small group or in a one-on-one setting during intervention. The instructional plan is flexible to ensure the needs of all learners are met.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 25,200

The purpose of the 21st Century After School program is to provide extra remediation in the areas of reading, writing, mathematics, and science. Additionally, enrichment courses are provided to ensure all students receive a well-rounded education.

Strategy Rationale

To improve students proficiency in English Language Arts (ELA), mathematics, and science. Also to expose students to various enrichment opportunities.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Jackson, Delshuana, jacksond@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected and analyzed via the students' standardized assessment scores and report card grades in English Language Arts (ELA), mathematics, and science to determine the effectiveness of the extended learning program. The after-school program analyzes the data using a pre-test and post-design where the post-test data are statistically compared with pre-test data to determine the degree to which students have improved their performance over time. The first nine weeks' grades are compared with fourth nine weeks' grades in the same fashion.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Havana Magnet School continues to implement our district's transition plan for students. The District Headstart Program Specialist coordinates the curriculum and provides resources to prepare three and four year old developmentally for school. Headstart funds are coordinated with Title I funds to meet student needs. The Pre-K Early Childhood Program prepares students for a seamless transition to kindergarten. The high school guidance counselor in our school's feeder pattern provides an orientation for incoming ninth graders that provides information regarding scheduling, extracurricular activities, transition, etc. The Florida Standards have made academic transition more coherent by design, as the new curriculum framework includes a natural progression of skills across grade levels.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through the use of explicit, standards-based instruction, increase science proficiency in fifth and eighth grades by the end of the 2016-2017 school year by 5%.
- G2.** Through the use of explicit, standards-based instruction, increase Civics EOC proficiency by the end of the 2016-2017 school year by 5%.
- G3.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the Mathematics FSA and Algebra I EOC in grades 3-8 by the end of the 2016-2017 school year by 5% .
- G4.** Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the English Language Arts FSA in grades 3-8 by the end of the 2016-2017 school year by 5%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Through the use of explicit, standards-based instruction, increase science proficiency in fifth and eighth grades by the end of the 2016-2017 school year by 5%. 1a

G081059

Targets Supported 1b

Indicator	Annual Target
Science Achievement - Satisfactory or Above	32.0
Bio I EOC Level 3	90.0

Targeted Barriers to Achieving the Goal 3

- Gaps in Basic Foundational Skills

Resources Available to Support the Goal 2

- Acaletics Science Quik Piks
- FCAT 2.0 Science Item Specifications
- Interactive Science Textbook
- FSUs SSTRIDE Program
- FCAT 2.0 Science Coach
- Houghton Mifflin Benchmarks and Review Practice
- Escambia County District Website
- Polk County District Website
- Science Fusion Supplemental Materials

Plan to Monitor Progress Toward G1. 8

Principal will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

Person Responsible

Delshuana Jackson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 1.

G2. Through the use of explicit, standards-based instruction, increase Civics EOC proficiency by the end of the 2016-2017 school year by 5%. 1a

G081060

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Gaps in Basic Foundational Skills

Resources Available to Support the Goal 2

- Florida Joint Center for Citizenship
- McGraw-Hill Florida Civics, Economics and Geography Textbook
- Holt McDougal Civics in Practice Textbook
- Escambia County District Website
- Primary Sources

Plan to Monitor Progress Toward G2. 8

Principal will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

Person Responsible

Delshuana Jackson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Formal, informal, and interim assessments will reveal evidence of adequate progress in meeting Goal 2.

G3. Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the Mathematics FSA and Algebra I EOC in grades 3-8 by the end of the 2016-2017 school year by 5% . 1a

G081062

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	59.0
Algebra I EOC Level 3	82.0

Targeted Barriers to Achieving the Goal 3

- Gaps in Basic Foundational Skills

Resources Available to Support the Goal 2

- Go Math Textbook
- Acaletics
- i-Ready
- Forward Mathematics (Everglades) Supplemental Materials
- Triumph Learning Supplemental Materials
- Go Math Leveled Readers
- Escambia County District Website
- Ready MAFS

Plan to Monitor Progress Toward G3. 8

The administration will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

Person Responsible

Delshuana Jackson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 3.

G4. Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the English Language Arts FSA in grades 3-8 by the end of the 2016-2017 school year by 5%. 1a

G081063

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	39.0

Targeted Barriers to Achieving the Goal 3

- Gaps in Basic Foundational Skills

Resources Available to Support the Goal 2

- HMH Florida Collections Textbook
- Journeys Program
- i-Ready
- STAR Reading Assessments/Accelerated Reader 360
- Triumph Learning Supplemental Materials
- Ready LAFS

Plan to Monitor Progress Toward G4. 8

Principal will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

Person Responsible

Delshuana Jackson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 4.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Through the use of explicit, standards-based instruction, increase science proficiency in fifth and eighth grades by the end of the 2016-2017 school year by 5%. **1**

 G081059

G1.B1 Gaps in Basic Foundational Skills **2**

 B214008

G1.B1.S1 Standards-Based Instruction **4**

 S226251

Strategy Rationale

Standards-based instruction requires teachers to provide students with clear and precise instructions aligned to the targeted standards.

Action Step 1 **5**

All teachers will be required to implement standards-based instruction in science.

Person Responsible

Delshuana Jackson

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

The findings from classroom observations, review of lesson plans and monitoring of students' assessment data will be evidence of completion of this action step.

G2. Through the use of explicit, standards-based instruction, increase Civics EOC proficiency by the end of the 2016-2017 school year by 5%. **1**

 G081060

G2.B1 Gaps in Basic Foundational Skills **2**

 B214012

G2.B1.S1 Standards-Based Instruction **4**

 S229666

Strategy Rationale

Standards-based instruction requires teachers to provide students with clear and precise instructions aligned to the targeted standards.

Action Step 1 **5**

All teachers will be required to implement standards-based instruction in Civics.

Person Responsible

Delshuana Jackson

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

The findings from classroom observations, review of lesson plans and monitoring of students' assessment data will be evidence of completion of this action step.


Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

G2.B1.S2 Small Group Collaboration 4

 S229668

Strategy Rationale

Small group collaboration afford students the opportunity to take ownership of their learning as well as to receive additional remediation for challenging standards.

Action Step 1 5

All teachers will be required to ensure small group collaboration is evident during instruction.

Person Responsible

Delshuana Jackson

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

The administration will conduct classroom walkthroughs and review lesson plans.

G3. Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the Mathematics FSA and Algebra I EOC in grades 3-8 by the end of the 2016-2017 school year by 5% . 1

G081062

G3.B1 Gaps in Basic Foundational Skills 2

B214016

G3.B1.S1 Standards Based Instruction 4

S229670

Strategy Rationale

Standards-based instruction requires teachers to provide students with clear and precise instructions aligned to the targeted standards.

Action Step 1 5

All teachers will be required to implement standards-based instruction in Mathematics.

Person Responsible

Delshuana Jackson

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

The principal will conduct classroom walkthroughs, review lesson plans, and monitor students' assessment data on a weekly basis.

Action Step 2 5

All teachers will be required to develop anchor charts in Mathematics.

Person Responsible

Delshuana Jackson

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

The administration will conduct classroom walkthroughs to ensure anchor charts are developed by teachers and students.

G4. Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the English Language Arts FSA in grades 3-8 by the end of the 2016-2017 school year by 5%. 1

G081063

G4.B1 Gaps in Basic Foundational Skills 2

B214021

G4.B1.S1 Close Reading 4

S226260

Strategy Rationale

Students lack basic reading skills necessary for comprehension, close reading will allow them to understand the general content of a text even when they don't understand every word or concept in it.

Action Step 1 5

All teachers will be required to implement close reading strategies when reading fiction and non-fiction texts.

Person Responsible

Delshuana Jackson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

The administration will conduct classroom walkthroughs to ensure close reading strategies are implemented with fidelity.

G4.B1.S2 Text Marking 4

S226261

Strategy Rationale

Students lack basic reading skills necessary for comprehension; therefore, text marking is a strategy that helps students identify and isolate essential information in a text.

Action Step 1 5

All teachers will be required to implement text marking when reading fiction and non-fiction texts.

Person Responsible

Delshuana Jackson

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

The administration will conduct classroom walkthroughs to ensure teachers are implementing text-marking during reading instruction.

G4.B1.S5 Small Group Collaboration 4

S226264

Strategy Rationale

Small group collaboration afford students the opportunity to take ownership of their learning as well as to receive additional remediation for challenging standards.

Action Step 1 5

All teachers will be required to ensure small group collaboration is evident during instruction.

Person Responsible

Delshuana Jackson














Schedule

Daily, from 9/15/2016 to 5/31/2017

Evidence of Completion

The administration will conduct classroom walkthroughs and review lesson plans.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1  M294746	Principal will review weekly assessments and interim assessments to ensure students are making...	Jackson, Delshuana	8/15/2016	Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 1.	5/31/2017 weekly
G2.MA1  M294756	Principal will review weekly assessments and interim assessments to ensure students are making...	Jackson, Delshuana	8/15/2016	Formal, informal, and interim assessments will reveal evidence of adequate progress in meeting Goal 2.	5/31/2017 weekly
G3.MA1  M294761	The administration will review weekly assessments and interim assessments to ensure students are...	Jackson, Delshuana	8/15/2016	Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 3.	5/31/2017 weekly
G4.MA1  M286930	Principal will review weekly assessments and interim assessments to ensure students are making...	Jackson, Delshuana	8/15/2016	Formal, informal, and interim assessments will reveal evidence of adequate progress in achieving Goal 4.	5/31/2017 weekly
G1.B1.S1.A1  A292630	All teachers will be required to implement standards-based instruction in science.	Jackson, Delshuana	8/15/2016	The findings from classroom observations, review of lesson plans and monitoring of students' assessment data will be evidence of completion of this action step.	5/31/2017 daily
G4.B1.S1.A1  A292658	All teachers will be required to implement close reading strategies when reading fiction and...	Jackson, Delshuana	8/15/2016	The administration will conduct classroom walkthroughs to ensure close reading strategies are implemented with fidelity.	5/31/2017 weekly
G4.B1.S2.A1  A292659	All teachers will be required to implement text marking when reading fiction and non-fiction...	Jackson, Delshuana	8/15/2016	The administration will conduct classroom walkthroughs to ensure teachers are implementing text-marking during reading instruction.	5/31/2017 daily
G2.B1.S2.A1  A292652	All teachers will be required to ensure small group collaboration is evident during instruction.	Jackson, Delshuana	8/15/2016	The administration will conduct classroom walkthroughs and review lesson plans.	5/31/2017 daily
G3.B1.S1.A1  A292654	All teachers will be required to implement standards-based instruction in Mathematics.	Jackson, Delshuana	8/15/2016	The principal will conduct classroom walkthroughs, review lesson plans, and monitor students' assessment data on a weekly basis.	5/31/2017 daily
G3.B1.S1.A2  A292655	All teachers will be required to develop anchor charts in Mathematics.	Jackson, Delshuana	8/15/2016	The administration will conduct classroom walkthroughs to ensure anchor charts are developed by teachers and students.	5/31/2017 daily
G2.B1.S1.A1  A292648	All teachers will be required to implement standards-based instruction in Civics.	Jackson, Delshuana	8/15/2016	The findings from classroom observations, review of lesson plans and monitoring of students' assessment data will be evidence of completion of this action step.	5/31/2017 daily
G4.B1.S5.A1  A286906	All teachers will be required to ensure small group collaboration is evident during instruction.	Jackson, Delshuana	9/15/2016	The administration will conduct classroom walkthroughs and review lesson plans.	5/31/2017 daily
G2.B1.S1.A2  A292651	[no content entered]		No Start Date		No End Date one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Through the use of explicit, standards-based instruction, increase science proficiency in fifth and eighth grades by the end of the 2016-2017 school year by 5%.

G1.B1 Gaps in Basic Foundational Skills

G1.B1.S1 Standards-Based Instruction

PD Opportunity 1

All teachers will be required to implement standards-based instruction in science.

Facilitator

Kameelah Weeks, Artranise Sawyer, and Cheryl Peterson

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/31/2017

G2. Through the use of explicit, standards-based instruction, increase Civics EOC proficiency by the end of the 2016-2017 school year by 5%.

G2.B1 Gaps in Basic Foundational Skills

G2.B1.S1 Standards-Based Instruction

PD Opportunity 1

All teachers will be required to implement standards-based instruction in Civics.

Facilitator

Kameelah Weeks, Artranise Sawyer, and Cheryl Peterson

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/31/2017

G2.B1.S2 Small Group Collaboration

PD Opportunity 1

All teachers will be required to ensure small group collaboration is evident during instruction.

Facilitator

Kameelah Weeks, Artranise Sawyer, and Cheryl Peterson

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/31/2017

G3. Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the Mathematics FSA and Algebra I EOC in grades 3-8 by the end of the 2016-2017 school year by 5% .

G3.B1 Gaps in Basic Foundational Skills

G3.B1.S1 Standards Based Instruction

PD Opportunity 1

All teachers will be required to implement standards-based instruction in Mathematics.

Facilitator

Kameelah Weeks, Artranise Sawyer, and Cheryl Peterson

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/31/2017

PD Opportunity 2

All teachers will be required to develop anchor charts in Mathematics.

Facilitator

Kameelah Weeks, Artranise Sawyer, and Cheryl Peterson

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/31/2017

G4. Through the use of explicit, standards-based instruction, increase the number of students scoring at or above level 3 on the English Language Arts FSA in grades 3-8 by the end of the 2016-2017 school year by 5%.

G4.B1 Gaps in Basic Foundational Skills

G4.B1.S1 Close Reading

PD Opportunity 1

All teachers will be required to implement close reading strategies when reading fiction and non-fiction texts.

Facilitator

Cheryl Peterson

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

G4.B1.S2 Text Marking

PD Opportunity 1

All teachers will be required to implement text marking when reading fiction and non-fiction texts.

Facilitator

Kameelah Weeks and Cheryl Peterson

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/31/2017

G4.B1.S5 Small Group Collaboration

PD Opportunity 1

All teachers will be required to ensure small group collaboration is evident during instruction.

Facilitator

Kameelah Weeks, Artranise Sawyer, and Cheryl Peterson

Participants

Teachers

Schedule

Daily, from 9/15/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	All teachers will be required to implement standards-based instruction in science.	\$0.00
2	G2.B1.S1.A1	All teachers will be required to implement standards-based instruction in Civics.	\$0.00
3	G2.B1.S1.A2		\$0.00
4	G2.B1.S2.A1	All teachers will be required to ensure small group collaboration is evident during instruction.	\$0.00
5	G3.B1.S1.A1	All teachers will be required to implement standards-based instruction in Mathematics.	\$0.00
6	G3.B1.S1.A2	All teachers will be required to develop anchor charts in Mathematics.	\$0.00
7	G4.B1.S1.A1	All teachers will be required to implement close reading strategies when reading fiction and non-fiction texts.	\$0.00
8	G4.B1.S2.A1	All teachers will be required to implement text marking when reading fiction and non-fiction texts.	\$0.00
9	G4.B1.S5.A1	All teachers will be required to ensure small group collaboration is evident during instruction.	\$0.00
Total:			\$0.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10L

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

James A. Shanks Middle School



2016-17 School Improvement Plan

James A. Shanks Middle School

1400 W KING ST, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade		D*	D	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	Planning	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of James A. Shanks is to provide a safe, nurturing and productive environment in which to educate all students in order to become responsible life-long learners who possess skills, knowledge and self-confidence needed to become college and/or career ready.

b. Provide the school's vision statement

James A. Shanks will create a culture of excellence by providing a rigorous, relevant curriculum for the development of skills necessary for students to compete in a dynamic, global and multicultural society with high expectations of all stakeholders.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At James A. Shanks Middle School opportunities are provided for the school to learn about students' cultures by organizing school activities and assemblies where students display their talents and wear their native attire. The school also purchases multi-cultural books and videos for our library, which are checked out by students and/or teachers for class discussions throughout the year. Teachers and students are afforded the opportunity to participate in field trips to see plays, art and performances at local universities and galleries to gain understanding and appreciation of different cultures. In addition, our core curriculum resources and daily assignments have cultural activities embedded in them to assist with teaching and learning about various cultures.

We strive daily to build positive relationships between teachers and students by setting high expectations and providing engaging experiences and activities to assist with accomplishing goals and performance tasks. Students are assigned to grade level teams where they are taught by the same core teachers, which promote a sense of family and belonging. In addition, opportunities are provided weekly for teachers and students to collaborate in a non-threatening environment for data chats and student/teacher conferences in order to monitor progress, set goals and enhance the learning process. In addition, teachers provide differentiated instruction based on individual needs and work with small groups to assist with mastery of skills. Teachers strive to collaborate with parents on a regular basis in an effort to bridge the gap between home and school wherein they can work together to promote student achievement.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

James A. Shanks Middle School strives to create a safe and inviting environment by providing daily positive reinforcement through the recitation of our school's mission, vision and pride pledge. In addition, the signing of our school's alma mater helps to promote a sense of pride in the school and community. Daily reminders of student behavior and expectations are provided through our live morning broadcast. Classroom and school rules, policies and procedures are incorporated into the daily operations of the school to ensure safety of all and respect for self and others.

In addition, Parent-Student-Teacher Compacts were signed as a pledge to keep the school environment safe and respectful. Grade-level administrative chats are held throughout the year to assist with building a positive atmosphere where students can talk with the administration about school-related safety concerns. Administrators and guidance counselors meet with students

individually or in groups to discuss and resolve issues throughout the year. Appropriate supervision and security measures are provided before, during and after school to ensure the safety of all students. Video cameras are strategically placed to assist us with monitoring the campus at all times. The School Resource Officer (SRO), Barkley Security and the school administrative team work together to ensure that all students feel safe and respected. Providing our students with a safe learning environment is a non-negotiable at JASMS.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

School-wide classroom expectations have been established for students to follow. In addition, school-wide policies and procedures are implemented to assist with organization, management and safety of the school. A Positive Behavior Support System is utilized to reward students with incentives and awards for adhering to established policies and procedures, demonstrating positive behavior and/or outstanding performance of a task or assignment. Teachers are provided opportunities for training in the areas of classroom management; effective use of curriculum resources; infusing technology across the curriculum; RTi and positive behavior support systems in order to minimize disruptive behavior and distractions and to keep students engaged in the learning process. In addition, administrators, academic coaches and ETO staff continuously monitor the fidelity of instruction, as well as student engagement during classroom walkthroughs, observations, administrative conferences and data chats.

Teachers utilize various interventions to modify deviant behavior in an effort to keep students in class and on task. During school level meetings (i.e. faculty meetings, grade-level team meetings, department meetings, leadership meetings, & RTi Meetings), behavior concerns are addressed and strategies are provided to assist teachers with effective management and placement of students. However, when rules and policies are not followed as expected, the school uses the District's Code of Conduct to aid in providing consequences.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school provides counseling services to students through our guidance department. We also offer students additional opportunities for counseling through social workers and school psychologists as needed. Teachers and staff have been provided look-fors to ensure that the needs of the whole child are met with our guidance department serving as our lead resource. Teachers refer students for individual or small group counseling as need or requested by the student. In addition, whole group counseling through social studies classes is provided by our counselors and SRO throughout the year to assist with positive character development, drug awareness, and reducing acts of bullying and physical altercations.

The school provides opportunities for students to participate in clubs, sports, performing arts and academic competitions. Through their involvement in these activities, students receive mentoring, homework assistance, behavior modification strategies and progress monitoring from sponsors throughout the year.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Using the district's Response to Intervention Plan as a guide, JASMS focuses on the following student indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions,
- Course failure in English Language Arts (ELA) or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

The Guidance Department teams with administration and faculty to ensure proper student placement and that these early warning signals are not only detected but addressed through appropriate interventions and differentiated instruction in a timely manner.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	55	76	11	0	0	0	0	142
One or more suspensions	0	0	0	0	0	0	70	88	59	0	0	0	0	217
Course failure in ELA or Math	0	0	0	0	0	0	0	15	3	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	0	0	47	58	59	0	0	0	0	164

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	56	72	18	0	0	0	0	146

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We use individualized data chats with our struggling students on a bi-weekly basis in order to address current progress, strengths, weaknesses and to set academic goals where interventions and differentiated instruction is prescribed through strategies. We also provide each student with the opportunity to spend at least 50 minutes per day in the computer lab to work on the skills prescribed through i-Ready. The data is first shared in Progress Monitoring Meetings with the Assistant Principal of Curriculum and adjustments are made accordingly. Data meetings are held bi-weekly during faculty meetings to monitor and share progress towards meeting academic goals school-wide.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

JASMS encourages relationships with various community entities (i.e. Florida State University, Florida A & M University, Tallahassee Community College, local Federal/State law enforcement agencies; local retailers; churches; and health organizations) to ensure that resources are available to support school functions and student achievement. Representatives serve as teachers, mentors, tutors, counselors, and trainers for students, parents, and staff. In addition, the school provided practicum experiences and mentoring to interns from local universities, and teachers serve as directing teachers to help with the graduating process of each intern.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ellis, Juanita	Principal
Peterson, Ronald	Assistant Principal
Gunn, Jeanne	Guidance Counselor
Ali, Rosita	Guidance Counselor
Lightfoot, Tomeka	Teacher, K-12
Scott, Tawanda	Teacher, K-12
Dennis, Hillary	Teacher, K-12
Jones, Shalandria	Teacher, ESE
Cherry, Avondika	Other
Tindall, Melinda	Teacher, ESE
Gonzalez, Charlotte	Teacher, K-12
Simmons-Russ, Catina	Teacher, K-12
Wright, Jo Lynda	Instructional Coach
Mandela, Judith	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal:

The principal provides leadership and direction for the school which is necessary in the development, implementation and evaluation of a comprehensive instructional program and support services. She

also provides a common vision for the use of data-based decision making and uses current research, performance data, and feedback from students, teachers, parents and other stakeholders to make decisions related to improvement of instruction and student performance. She ensures that the school-based team implements programs and policies according to district, state and federal mandates. The principal is instrumental in providing leadership in the school improvement process and the implementation of the school improvement plan. In addition, the principal manages the school's budget and available resources to establish for a safe, nurturing learning environment to promote student development and academic success.

Assistant Principals:

The assistant principal assists the principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District. The duties of the assistant principal also include, but are not limited to, assisting with the gathering, analyzing and interpreting data related to student performance, behavior and attendance. The assistant principal also assists with scheduling, student supervision and discipline and confers with students, parents and teachers to resolve problems and facilitate learning. In addition the AP works with teachers in developing professional development plans and coordinates school's in-service program.

JASMS Instructional Coaches:

Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing resources on research-based curriculum, reliable assessments and effective intervention strategies; collaborate with district personnel to identify systematic patterns of student needs and recommend appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the collection of data and data analysis; participate in the design and delivery of professional development; and provide support for administering assessments and monitoring implementation of effective strategies and programs.

Guidance Counselors:

In addition to counseling and providing conflict resolution, positive behavior interventions and referrals, counselors collaborate with school social workers to link child-serving and community agencies to the school and families in an effort to support the child's academic, emotional, behavioral, and social success.

ESE Resource:

Participates in collection, interpretation, and analysis of student data; facilitates development of intervention plans; provides support for intervention with fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities to support address needs of students.

Media Specialist:

Manages media, technology and other resources necessary to increase effective teaching and learning; organize, inventory and update technology needed to store and display data; provide professional development and technical support to teachers and staff regarding data management and display; and assist with implementation of literacy-building initiatives.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets monthly to discuss progress monitoring data and the effectiveness of instruction in academic and social/emotional areas. In addition, the team monitors goals and expectations for instruction (Rigor, Relevance and Relationship) and the action plan for teaching and aligning benchmarks, as well as the implementation of research-based strategies across the curriculum. The team collaborates and makes decisions on the allocation of resources (funding and staffing), staff development needs and interventions/strategies for meeting the needs of struggling students. A monthly report is shared with the School Advisory Council (SAC) to monitor progress toward meeting School Improvement Plan (SIP) goals.

Federal, state, and local funds, services, and programs will be coordinated and integrated in the school through the following activities/services:

Title I, Part A

Title I Funds are allocated in order to:

1. Provide funding for resources and equipment to assist with skill development,
2. Provide parent trainings to support active engagement and partnership with JASMS.

Title II

Title II Funds are allocated in order to:

1. Provide teachers with training to enhance skills, knowledge, and abilities to increase student achievement and teacher preparedness,
2. Provide substitute teachers for individuals and subject area departments to enable them to attend staff development,
3. Provide Professional development sessions for teachers in RtI, FCIM, Skyward, process writing, Performance Matters, Florida Standards, i-Ready, reading endorsement, NG-CARpd, Acaletics, Science, ESOL, technology integration, and research-based strategies and best practices to improve instruction.

2. School Advisory Council (SAC)**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Juanita Ellis	Principal
Rosita Ali	Teacher
Tawanda Scott	Teacher
Hilary Dennis	Teacher
Tomeka Lightfoot	Teacher
Christina Robinson	Parent
Coswellyn Woods	Parent
Keshondra Carroll	Parent
Mimi Robinson	Parent
Linda Oliver	Parent
Sandra Woods	Parent
Judith Mandela	Teacher
Carol Kincy	Parent
Barbara Sconiers	Parent
Melinda Tindall	Teacher
Bill Stinson	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Our School Advisory Council (SAC) used our student data to evaluate last year's plan. SAC determined the gaps in student achievement to determine where the school is, compared to where they wanted the school to be. Needs assessment is an ongoing process which is consistently tied to our mission and vision where our evaluation is based on long term goals. SAC used measurable goals based on test data with our low student performance, reviewed and identified goals, objectives and strategies for student achievement.

b. Development of this school improvement plan

The council's primary goals are to assist in developing our school's improvement plans for increasing achievement, as well as monitoring students' progress and initiatives for continued school improvement. At JASMS, the SAC provides input in decisions made for funding student incentive requests.

c. Preparation of the school's annual budget and plan

The School Advisory Council assists with budgeting school improvement funds based on plans and goals outline in the School Improvement Plan. Due to the needs of JASMS, as a low performing school, some of the funds were appropriated specifically by the district to ensure monies were allocated according to the goals set by the district leadership team.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The School Advisory Council (SAC) provided guidance and leadership as an overseer of the allocated funds from the district. SAC offered mini-grants to teachers in order to support the school's

goals and objectives, as well as provide incentives for students. Recipients were determined on a case by case and as needed basis.

Budgeted amounts were as follows:

- Honor roll end of year trip-----\$
- 6th Grade end of the year achievement trip----\$
- 7th Grade end of the year achievement trip----\$
- 8th Grade end of the year achievement trip----\$

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Wright, Jo Lynda	Instructional Coach
Ellis, Juanita	Principal
Lightfoot, Tomeka	Teacher, K-12
Scott, Tawanda	Teacher, K-12
Gunn, Jeanne	Guidance Counselor
Ali, Rosita	Guidance Counselor
Mandela, Judith	Teacher, K-12
Tindall, Melinda	Teacher, ESE
Dennis, Hillary	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The team will establish school-wide goals in each area and provide experiences that will promote the development of reading skills throughout the school year. To create a capacity for developing effective reading, writing, and speaking skills across the curriculum, professional development will be held for special area and select teachers. On-going progress monitoring results will determine effectiveness of the initiative, as well as the need for possible interventions and re-evaluation of school and individual student goals. In addition, opportunities are provided for students to participate in spelling bees, declamation contests, brain brawls, Tropicana speaking contest, debates, writing contests and school-wide reading challenges.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relationships among faculty serve an integral role in the achievement level of our students. With this in mind, JASMS offers teachers various opportunities to develop the necessary collaborative tools through:

- grade-level/subject-area teams with a common planning
- weekly faculty meetings
- content area meetings and in-services
- camaraderie-building exercises throughout the school year during faculty meetings
- teacher mentoring program
- team teaching
- grade-level interdisciplinary teams.

Use of these strategies will ensure school-wide success and positive working relationships.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Strategies for recruiting and retaining Highly-qualified teachers at JASMS include but are not limited to the following:

1. Networking with local colleges and universities to recruit new teachers.
2. Attending job fairs to recruit and hire new faculty members.
3. Advertising vacant positions in local media and district websites, as well as on the "Teach in Florida" website to cast a wider net and gain more exposure.
4. Meeting throughout the school year with new teachers and beginning teachers, mentor teachers and administrators to foster professional relationships and to build learning communities.
5. Assigning veteran teachers to mentor and coach new teachers as a part of our Beginning Teachers Program.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school's teacher mentoring program includes the pairing of new teachers with veterans teachers who have years of successful teaching experience. The mentor teachers meet regularly with new teachers to collaborate on lesson plans, model effective strategies, analyze student data, and provide feedback. Our teachers also participate in on-going professional development sessions throughout the school year, which focuses on areas of need as indicated by administration, mentor teachers, coaches and/or district ETO personnel.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All materials and programs incorporated into instructional practices are aligned with the Florida Standards. The District's prescribed textbooks and companion resources are also aligned with LAFS and MAFS; furthermore, all online resources implemented also meet these requirements (i.e. - iReady, Ten Marks, My hrw, That Quiz, Success Maker, Acaletics, and FCAT Explorer).

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented

to assist students having difficulty attaining the proficient or advanced level on state assessments

Allowing the data to drive classroom instruction is important at JASMS. Student data is reviewed on a weekly basis within grade-level teams and then used to differentiate the instruction for all students. Based on levels, students are assigned small group or i-Ready lessons to address specific and diverse needs throughout the year. Administration and school staff monitor data weekly.

Lesson modifications include, but are not limited to: small group instruction, cooperative learning groups, one-on-one teacher assistance and homework help (Level Up Tutorials) thorough the Florida Collections curriculum.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

The after school program is used for remediation and enrichment of skills to be assessed on the State Assessment.

Strategy Rationale

Student data indicates that there are wide-spread achievement gaps in learning among our students. Therefore, an after school program will be provided throughout the school year for remediation of skills for struggling students and enrichment activities for accelerated learners.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ellis, Juanita, ellisj@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student data will be collected from technology-assisted programs and teacher-made assessments at the end of each week. It will be analyzed to determine level of skill mastery and to assist in the development of individual instructional plans. At least 50% of participants are expected to meet learning goals set by classroom teachers.

2. Student Transition and Readiness**a. PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In order to support incoming and outgoing students, at JASMS we review all records, including test scores and discipline reports to ensure the student is placed in the correct grade and at the appropriate level. We encourage our students to matriculate through middle school as a cohort, in order to establish relationships beneficial to academic growth and development as they enter high school. Subsequently, we measure the student's successes against the requirements by our district's

to make an appropriate determination on course level placement - intensive, regular and/or advanced classes. We make the necessary adjustments on incoming students as well as the outgoing students in order to create a smooth transition from elementary school to middle school and from middle school to high school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Students are afforded an opportunity to earn industry certifications through our CTE program. This highly success program allows students to become certified in one or more computer programs as they matriculate through our school. The goal is for each student to earn at least (3) certificates by the time they enter ninth grade. However, some students achieve this goal by the end of their 8th grade school year.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Data trends over the past 2 years indicate that over 95% of the SSTRIDE Biology 1 students and 85% of the Algebra 1 students scored at or above the proficiency level on the EOC. In addition, over 50% of the students enrolled in the Introduction to Technology course earned one or more industry certifications. However, the data also indicates that much improvement is needed in the areas of reading, math, science and civics.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

The school has determined that the lack of highly-qualified instructional staff is the primary cause of students' inability to meet expected goals. In addition, the lack of student preparedness and parental involvement are contributing factors to the low achievement levels.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To have at least 30% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 60% of the students will make learning gains.

- G2.** To have 25% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 60% of the students will make learning gains.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To have at least 30% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 60% of the students will make learning gains. 1a

G079232

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
FSA English Language Arts - Achievement	30.0

Targeted Barriers to Achieving the Goal 3

- Student attendance is inconsistent
- High absenteeism among teachers and staff members
- Student conduct interferes with the learning process
- Large Exceptional Student Education population
- Limited technology
- Lack of parental involvement
- Many of the students are not academically prepared coming from feeder schools
- Student Readiness

Resources Available to Support the Goal 2

- Florida Collections is used as the primary curriculum for reading and language arts classes.
- Florida Ready LAFS is used as a supplement to the reading and language arts curriculum.
- i-Ready is an online/audio supplemental resource used to enhance the prescribed curriculum and allows the students to receive differentiated instruction while utilizing keyboarding skills.
- Gmetrix is a technology software used to assist students in becoming industry certified specialist in Microsoft Office 2010.

Plan to Monitor Progress Toward G1. 8

Sign-in sheets from all school-sponsored parent meetings and progress monitoring activities

Person Responsible

Juanita Ellis

Schedule

Every 2 Months, from 8/11/2016 to 5/26/2017

Evidence of Completion

Parental involvement log -- improved student preparation, attendance, and classroom behavior

G2. To have 25% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 60% of the students will make learning gains. 1a

G079233

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	25.0

Targeted Barriers to Achieving the Goal 3

- Time constraints--Lack of opportunity to train staff, especially new instructional staff, and acquire extended knowledge of the Florida Math Standards
- Limited hands-on resources-- There is a need for performance-based projects for each grade level that are aligned with the Florida math standards
- Student Readiness

Resources Available to Support the Goal 2

- Online resources including technology enabled textbook "Go Math"
- i-Ready online tutorial software
- Tenmarks online tutorial software
- That Quiz online assessment
- Acaletics (supplemental resources)
- Math lead teacher
- APC
- DOE (on-line resources)

Plan to Monitor Progress Toward G2. 8

CWT, benchmark assessments to gage effectiveness of instruction

Person Responsible

Ronald Peterson

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CWT, progress monitoring, lesson plans, IPDP

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To have at least 30% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 60% of the students will make learning gains. **1**

 G079232

G1.B1 Student attendance is inconsistent **2**

 B208782

G1.B1.S1 Provide incentives for attendance and punctuality on a monthly basis. **4**

 S222895

Strategy Rationale

To motivate students to come to school and get to school on time each day.

Action Step 1 **5**

Check on attendance weekly and meet with students who are having attendance problems.

Person Responsible

Rosita Ali

Schedule

Monthly, from 9/6/2016 to 5/26/2017

Evidence of Completion

G1.B1.S2 Provide relevant, engaging, hands-on activities across the curriculum. 4

S222896

Strategy Rationale

To increase students' interest and motivate them to want to participate in the daily activities.

Action Step 1 5

Provide Kagan Strategies In-service training for teachers

Person Responsible

Juanita Ellis

Schedule

On 5/26/2017

Evidence of Completion

G1.B2 High absenteeism among teachers and staff members 2

B208783

G1.B2.S1 The teachers and staff attendance is low and can be attributed to lack of commitment and work ethics, as well as personal and family health issues. 4

S220494

Strategy Rationale

Offering teachers and staff incentives for improved and/or perfect attendance

Action Step 1 5

Provide teacher/staff of the month awards, incentives and team competitions

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Teacher and staff sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monthly recognition of teachers, staff members, teams during faculty meetings and birthdays

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Sign-in sheets and receipts

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Improved teacher/staff attendance

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/17/2015 to 5/27/2016


Evidence of Completion

Sign-in sheets

G1.B6 Lack of parental involvement **2**

 B208787

G1.B6.S1 Provide Skyward Parent Portal access to all families. **4**

 S220495

Strategy Rationale

The Gadsden School District will provide free access to Skyward for all families to be able to monitor student's grades, attendance, discipline and assignments.

Action Step 1 **5**

Provide parents with Skyward Training as needed throughout the year.

Person Responsible

Sherrie Taylor

Schedule

Semiannually, from 9/12/2016 to 5/31/2017

Evidence of Completion

Training schedule and sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

Review parental Skyward usage reports

Person Responsible

Tisa Jones

Schedule

Monthly, from 11/2/2015 to 5/27/2016

Evidence of Completion

Monitor access and logins to the Skyward system.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Increased Parent/Teacher communication

Person Responsible

Tisa Jones

Schedule

Monthly, from 11/9/2015 to 5/27/2016

Evidence of Completion

Parent/Teacher communication log

G1.B6.S2 Continuously update teacher webpages to include focus calendars, daily assignments, and other pertinent information to parents. 4

 S220496

Strategy Rationale

Parents will have the ability to communicate frequently with their child's teachers through the school's web page or Skyward.

Action Step 1 5

Improve Parental Involvement

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2015 to 5/17/2016

Evidence of Completion

Parent sign-in logs from expos, volunteers, and school advisory council meetings.

Plan to Monitor Fidelity of Implementation of G1.B6.S2 6

Review parent sign-in logs

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Parent/volunteer sign-in sheets from school, expos, and school advisory council meetings

Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7

Increased opportunities for parental participation

Person Responsible

Juanita Ellis

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Increased Parental involvement; improved student behavior and academic achievement

G2. To have 25% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 60% of the students will make learning gains. 1

G079233

G2.B1 Time constraints--Lack of opportunity to train staff, especially new instructional staff, and acquire extended knowledge of the Florida Math Standards 2

B208790

G2.B1.S1 1) Administer pre and post-assessments and utilize performance task items to monitor progress throughout the year. 4

S220497

Strategy Rationale

To assess students' prior knowledge and evaluate their performance after delivery of instruction

Action Step 1 5

Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

Person Responsible

Juanita Ellis

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PD sign-in sheets, IPDP, progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

Person Responsible

Ronald Peterson

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PD Sign-insheets, IPDP, progress monitoring

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

CWT, observations, progress monitoring

Person Responsible

Tisa Jones

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, Benchmark Assessments, portfolios, IPDP

G2.B1.S2 2) Provide specific feedback by strand and item analysis of assessments to students and parents on a continuous basis. 4

 S220498

Strategy Rationale

To make students and parents aware of skill deficiencies and provide differentiated instruction and assignments based on progress monitoring results

Action Step 1 5

Schedule professional development during planning periods & Tuesday's faculty meetings as needed.

Person Responsible

Juanita Ellis

Schedule

Biweekly, from 7/25/2016 to 5/26/2017

Evidence of Completion

PD sessions, IPDP, sign-in sheets.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Ongoing Professional Development sessions - during Tuesday's faculty meeting and during teacher planning, as needed.

Person Responsible

Judith Mandela

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CWT, progress monitoring, Lesson Plans, IPDP

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Professional Development session during Tuesday's faculty meeting, as needed.

Person Responsible

Shirley Commodore

Schedule

Every 2 Months, from 8/18/2014 to 5/29/2015

Evidence of Completion

PD sessions sign-in sheets, IPDP

G2.B1.S3 3) Provide opportunities for student engagement and collaboration for peer-assisted learning in a whole or small group setting. 4

 S220499

Strategy Rationale

To ensure all students experience success with the new Florida standards by customizing and optimizing the learning environment

Action Step 1 5

Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Implement vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.

Person Responsible

Judith Mandela

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PDs and IPDP - progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

CWT & observations

Person Responsible

Juanita Ellis

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Written feedback from CWT & observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

CWT & Observations

Person Responsible

Tisa Jones

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Written Feedback from CWT & Observations.

G2.B3 Student Readiness 2

 B208792

G2.B3.S1 The school will schedule more time on task within the school day in core areas to aid students in acquiring critical skills in math. 4

 S223006

Strategy Rationale

To provide students and teachers more time to analyze problem areas and work to correct deficits in those areas.

Action Step 1 5

Master schedule designed to afford more time on task for learning within the regular school day

Person Responsible




















Juanita Ellis

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2014					
G1.B6.S2.MA1  M274184	Increased opportunities for parental participation	Ellis, Juanita	8/18/2014	Increased Parental involvement; improved student behavior and academic achievement	5/29/2015 monthly
G2.B1.S2.MA1  M274189	Professional Development session during Tuesday's faculty meeting, as needed.	Commodore, Shirley	8/18/2014	PD sessions sign-in sheets, IPDP	5/29/2015 every-2-months
G2.B1.S3.MA1  M274191	CWT & Observations	Jones, Tisa	8/18/2014	Written Feedback from CWT & Observations.	5/29/2015 daily
G1.B6.S2.MA1  M274185	Review parent sign-in logs	Ellis, Juanita	8/18/2014	Parent/volunteer sign-in sheets from school, expos, and school advisory council meetings	5/29/2015 monthly
G2.B1.S3.MA1  M274192	CWT & observations	Ellis, Juanita	8/18/2014	Written feedback from CWT & observations	5/29/2015 daily
2015					
G1.B2.S1.MA1  M274181	Monthly recognition of teachers, staff members, teams during faculty meetings and birthdays	Ellis, Juanita	8/17/2015	Sign-in sheets and receipts	5/27/2016 monthly
G1.B2.S1.MA1  M274180	Improved teacher/staff attendance	Ellis, Juanita	8/17/2015	Sign-in sheets	5/27/2016 monthly
G1.B2.S1.A1  A277635	Provide teacher/staff of the month awards, incentives and team competitions	Ellis, Juanita	8/17/2015	Teacher and staff sign-in sheets	5/27/2016 monthly
G2.B1.S1.MA1  M274187	CWT, observations, progress monitoring	Jones, Tisa	8/17/2015	Lesson Plans, Benchmark Assessments, portfolios, IPDP	5/27/2016 weekly
G1.B6.S2.A1  A277637	Improve Parental Involvement	Ellis, Juanita	8/18/2015	Parent sign-in logs from expos, volunteers, and school advisory council meetings.	5/17/2016 monthly
G1.B6.S1.MA1  M274183	Review parental Skyward usage reports	Jones, Tisa	11/2/2015	Monitor access and logins to the Skyward system.	5/27/2016 monthly
G1.B6.S1.MA1  M274182	Increased Parent/Teacher communication	Jones, Tisa	11/9/2015	Parent/Teacher communication log	5/27/2016 monthly
2016					
G2.B1.S2.A1  A277639	Schedule professional development during planning periods & Tuesday's faculty meetings as needed.	Ellis, Juanita	7/25/2016	PD sessions, IPDP, sign-in sheets.	5/26/2017 biweekly
G1.MA1  M274186	Sign-in sheets from all school-sponsored parent meetings and progress monitoring activities	Ellis, Juanita	8/11/2016	Parental involvement log -- improved student preparation, attendance, and classroom behavior	5/26/2017 every-2-months
G2.B1.S1.MA1  M274188	Ongoing professional development for teachers that focuses on best practices sustained through...	Peterson, Ronald	8/15/2016	PD Sign-insheets, IPDP, progress monitoring	5/26/2017 biweekly
G2.B1.S1.A1  A277638	Ongoing professional development for teachers that focuses on best practices sustained through...	Ellis, Juanita	8/15/2016	PD sign-in sheets, IPDP, progress monitoring	5/26/2017 weekly
G2.MA1  M274193	CWT, benchmark assessments to gage effectiveness of instruction	Peterson, Ronald	8/15/2016	CWT, progress monitoring, lesson plans, IPDP	5/26/2017 biweekly
G2.B1.S2.MA1  M274190	Ongoing Professional Development sessions - during Tuesday's faculty meeting and during teacher...	Mandela, Judith	8/15/2016	CWT, progress monitoring, Lesson Plans, IPDP	5/26/2017 monthly
G2.B1.S3.A1  A277640	Develop/implement MAFS lessons that differentiate mathematical instruction using Technology &...	Mandela, Judith	8/15/2016	PDs and IPDP - progress monitoring	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1 A281605	Master schedule designed to afford more time on task for learning within the regular school day	Ellis, Juanita	8/15/2016		5/31/2017 daily
G1.B1.S1.A1 A281429	Check on attendance weekly and meet with students who are having attendance problems.	Ali, Rosita	9/6/2016		5/26/2017 monthly
G1.B6.S1.A1 A277636	Provide parents with Skyward Training as needed throughout the year.	Taylor, Sherrie	9/12/2016	Training schedule and sign-in sheets	5/31/2017 semiannually
G1.B1.S2.A1 A281613	Provide Kagan Strategies In-service training for teachers	Ellis, Juanita	10/6/2016		5/26/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To have at least 30% of our students score at level 3 or above in ELA on the Florida Standards Assessment as compared to other students statewide, and at least 60% of the students will make learning gains.

G1.B1 Student attendance is inconsistent

G1.B1.S2 Provide relevant, engaging, hands-on activities across the curriculum.

PD Opportunity 1

Provide Kagan Strategies In-service training for teachers

Facilitator

Kagan Professional Development

Participants

All teachers

Schedule

On 5/26/2017

G1.B6 Lack of parental involvement

G1.B6.S2 Continuously update teacher webpages to include focus calendars, daily assignments, and other pertinent information to parents.

PD Opportunity 1

Improve Parental Involvement

Facilitator

Administrators, Parent Services Coordinator, Teachers, Community Leaders

Participants

Teachers, Parents, Community Members

Schedule

Monthly, from 8/18/2015 to 5/17/2016

G2. To have 25% of the students to score at level 3 or above in math on the Florida Standards Assessment, and at least 60% of the students will make learning gains.

G2.B1 Time constraints--Lack of opportunity to train staff, especially new instructional staff, and acquire extended knowledge of the Florida Math Standards

G2.B1.S1 1) Administer pre and post-assessments and utilize performance task items to monitor progress throughout the year.

PD Opportunity 1

Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.

Facilitator

Principal, APC, Reading Coach and Teachers

Participants

All teachers

Schedule

Weekly, from 8/15/2016 to 5/26/2017

G2.B1.S2 2) Provide specific feedback by strand and item analysis of assessments to students and parents on a continuous basis.

PD Opportunity 1

Schedule professional development during planning periods & Tuesday's faculty meetings as needed.

Facilitator

State, district and school level trainers

Participants

Teachers, support personnel, and administrators

Schedule

Biweekly, from 7/25/2016 to 5/26/2017

G2.B1.S3 3) Provide opportunities for student engagement and collaboration for peer-assisted learning in a whole or small group setting.

PD Opportunity 1

Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Implement vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.

Facilitator

APC, Math Chair/Coach, Math Teachers

Participants

All Teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	Check on attendance weekly and meet with students who are having attendance problems.				\$0.00
2	G1.B1.S2.A1	Provide Kagan Strategies In-service training for teachers				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0211 - James A. Shanks Middle School	Title I Part A		\$5,500.00
<i>Notes: Additional funding may become necessary depending upon the needs of the teachers.</i>						
3	G1.B2.S1.A1	Provide teacher/staff of the month awards, incentives and team competitions				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0211 - James A. Shanks Middle School			\$0.00
	1142	130-Other Certified Instructional Personnel	0211 - James A. Shanks Middle School	General Fund		\$2,000.00
4	G1.B6.S1.A1	Provide parents with Skyward Training as needed throughout the year.				\$0.00
5	G1.B6.S2.A1	Improve Parental Involvement				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0211 - James A. Shanks Middle School	General Fund		\$1,500.00
6	G2.B1.S1.A1	Ongoing professional development for teachers that focuses on best practices sustained through data-driven instruction.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	0211 - James A. Shanks Middle School	Title II		\$30,000.00
<i>Notes: Additional funds from Title I funds will be used for some professional development expenses during the year.</i>						
7	G2.B1.S2.A1	Schedule professional development during planning periods & Tuesday's faculty meetings as needed.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0211 - James A. Shanks Middle School	Title I Part A		\$3,000.00

Budget Data

8	G2.B1.S3.A1	Develop/implement MAFS lessons that differentiate mathematical instruction using Technology & Cooperative Learning. Implement vocabulary and reading strategies in mathematics and engage all students in performance-based learning, Increase intervention opportunities for corrective math instruction.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0211 - James A. Shanks Middle School	Title I Part A		\$1,000.00
9	G2.B3.S1.A1	Master schedule designed to afford more time on task for learning within the regular school day				\$0.00
					Total:	\$43,000.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10m

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

St. Johns Elementary School



2016-17 School Improvement Plan

St. Johns Elementary School

4463 BAINBRIDGE HWY, Quincy, FL 32352

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	D	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	N/A	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

At Saint John Elementary School, our mission is to create an environment that provides challenging experiences with reading, mathematics, writing, science, and technology interspersed throughout the curriculum in order to accomplish our mission of building a brighter future.

b. Provide the school's vision statement

Our vision at Saint John Elementary School is to empower students to become critical, creative thinkers who are destined for global success.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will implement the content required by Florida Statute 1003.42(2) and S.B. Policy 2210, at appropriate grade levels including but not limited to:

Our school will continue to celebrate Hispanic, African American, women, and Veteran contributions in a variety of ways including cultural expos. We will also provide cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts). We provide and demonstrate to faculty members simple strategies for gaining information about students' cultures. Emphasis are placed on identifying and engaging school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

At Saint John, we believe that school safety is paramount. We have taken an array of steps to ensure student safety on our campus. Each day, students are required to dress in specific uniform colors. This allows teachers and staff to readily identify intruders. In addition, staff members have picture ID tags that they are encouraged to wear daily. We also invested in the Raptor system which is a system that allows us to screen visitors before allowing them access to our campus. Signage are posted around the campus in English and Spanish regarding our parent and visitor expectations. Students are greeted each morning by school staff, Americorps members, and volunteers to ensure student safety. Staff members monitor the hallways and corridors throughout the school day. Emergency safety drills are performed sporadically throughout each month. Character education classes are offered to all of our students and anti-bullying lessons are shared. We have also commenced the implementation of a new school-wide strategy entitled Conscious Discipline.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

*Teachers are trained in effective classroom management strategies

*Teachers are trained how to differentiate instruction in order to meet the needs of all students.

Teachers will actively convey and review expectations for each learning activity.

*There is a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the behavior standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

*Student Study Team (SST) meets weekly to discuss students with barriers to academic and social success;

*Mentors (i.e. Americorps) are assigned daily to support students;

*Instruction through guidance department and various campus activities that address social/emotional needs of students;

*Connect students to agencies who have Cooperative Agreements for individual or group counseling (CCYS, Turn About, etc);

*Developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to:

- (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making),
- (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention),
- (3) Evaluate the intervention and evolve (Evaluation).

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	9	5	3	5	6	0	0	0	0	0	0	0	0	28
One or more suspensions	0	0	2	1	3	5	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	14	4	0	0	0	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Saint John Elementary School has built a strong alliance with our community and faith-based partners and collaborates in various ways. Volunteers and mentors support our school by serving as greeters, motivators, classroom teacher support and by providing our kids with school supplies, clothes, snacks, etc. We continue this alliance by providing our faith-based partners with first hand information and training's regarding educational and technological trends.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Stokes, Maurice	Principal
Dixon, Abbye	Assistant Principal
Rollinson, Latonya	Instructional Media
Dallas, Katherine	Teacher, ESE
	Guidance Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Administrators and lead teachers assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School counselor and ESE teacher generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In

addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The effectiveness of core intervention is assessed by analyzing student performance on measures such as the i-Ready as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, state assessment scores, i-Ready data, and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Saint John Elementary School coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports. mobile resource unit

Saint John Elementary School's coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Saint John Elementary School coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and non-English speaking students and to assist with their registration and transcript needs.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are re-mediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting.

Saint John Elementary School has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security cameras and fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

Saint John Elementary School participates in the early intervention programs through voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning. Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

Funding from the School Improvement grant also supports a differentiated accountability team to provide additional support with professional development opportunities, classroom walkthroughs, teacher evaluations, data analysis, and progress monitoring at the school to meet the goals of the school improvement plan and the district improvement and assistance plan.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation.

The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Maurice D. Stokes	Principal
Delores Fields	Education Support Employee
Queen Thomas	Parent
Gwen Forehand	Parent
Cynthia Hagins	Education Support Employee
Angela Canty	Business/Community
Cythia Kenon	Parent
Eva Yzaguirre	Parent
Katherine Dallas	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The School Advisory Council met at the end of the 2015-2016 school year to discuss the goals and the projected outcomes. The SAC offered suggestions for the 2016-2017 school improvement plan and will review and advise as needed.

b. Development of this school improvement plan

The process utilized for writing this plan included collaboration efforts of representatives from the school level. School Advisory Council members were also invited to provide parental and/or community input for school improvement. The School Leadership Team analyzed, and distributed the student performance results from the Florida Standards Assessment and i-Ready diagnostics. After an in-depth study of the data, the School decided to continue utilizing the Florida Continuous Improvement Model (FCIM) and Florida Standards to achieve overall school improvement.

c. Preparation of the school's annual budget and plan

Th SAC will meet to develop and disseminate funds for students' needs, school incentives, and professional development.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School Improvement funds as allocated by the Gadsden County School District on behalf of the Florida Department of Education, were used for student incentives for behavior and academics. Funds were also used to support the school's Jr. Beta Club.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Rollinson, Latonya	Instructional Media
Dixon, Abbye	Assistant Principal
Dallas, Katherine	Teacher, ESE
Stokes, Maurice	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The team will work to ensure that Journey's is fully implemented and that all instruction is align with the Florida Standards (Grades K-5). The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Saint John Elementary School supports positive working relationships between teachers by fostering support through professional learning communities, weekly data chats, support for beginning teachers, and common grade level planning periods. Teachers also benefit from vertical and horizontal articulation.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Saint John's administration utilizes the district's application tracking system to interview highly qualified staff. In addition, the administration provides incentives for high student achievement as a means of retaining highly qualified personnel through professional reading material, professional organization affiliations, etc. In addition, the administration continues to empower teachers in professional decision making. Administration will continue to assist teachers in becoming reading, ESE, and ESOL endorsed while encouraging teachers to participate in training's to increase skill and knowledge base.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New or fragile teachers are mentored by highly-certified and qualified teachers. The teacher is provided with ongoing peer observation, modeling, and mentoring. The mentoring include assisting the novice teacher with the development of effective lesson plans, classroom management, teacher ethics and guidance as it relates to professionalism.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Saint John Elementary School uses district adopted mathematics and English/Language Arts instructional programs from a state adopted instructional material which are aligned with the LAFS and MAFS.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Saint John Elementary School uses on-going progress monitoring to assess weekly skills covered through core instruction. Differentiated instruction is employed to address the needs of all students. Disaggregated data (including i-Ready data) is used to drive instruction and determines weekly intervention.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 30,600

St. John Elementary School offers a 21st Century CCLC after-school program to 2nd through 5th grade students.

Strategy Rationale

The purpose of the program is to provide students with additional support in mathematics, English/Language Arts, and science to increase proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stokes, Maurice, stokesm@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

District and school progress monitoring will continue to be used.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

There is one Pre-K class on campus funded by Title I and VPK.

Readiness:

Teachers and staff refer to individual students' Learning Accomplishment Profile (LAP-R) and the Pre-K Assessment System to determine students' readiness to go into kindergarten.

Transition:

Teachers and staff invite Pre-K parents out for a "Get Acquainted" session during the last month of school. They meet the Kindergarten teachers, discuss school and district policies concerning attendance, curriculum and discipline. They meet the principal and special area teachers as well. The last week of school the pre-K class divide students into the two kindergarten classes and attend lunch and special area classes with them. In addition, we gather informational materials pertaining to this transition from the district's Pre-K office and share them with parents. We work to evaluate the success of these efforts by monitoring these students during the early weeks of school through teacher documentation of student performance and adjustment.

Teacher Professional Development:

The Pre-K teacher is trained in conjunction with other teachers regarding the Florida Standards. She is expected to infuse some of the standards into the Pre-K curriculum to be used with students performing at or above grade level.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, and science as measured by 2016-2017 state assessment will meet or exceed 60% as compared to other elementary schools with similar demographics in the state.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, and science as measured by 2016-2017 state assessment will meet or exceed 60% as compared to other elementary schools with similar demographics in the state. **1a**

G079024

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	

Targeted Barriers to Achieving the Goal **3**

- The lack of effective instructional planning

Resources Available to Support the Goal **2**

- Professional development opportunities
- Supplemental materials
- Curriculum Framework
- CPalms

Plan to Monitor Progress Toward G1. **8**

Progress monitoring tools will show a positive trend

Person Responsible

Maurice Stokes

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Diagnostic, baseline, midterm, end of year, and weekly FCIM assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, and science as measured by 2016-2017 state assessment will meet or exceed 60% as compared to other elementary schools with similar demographics in the state. 1

G079024

G1.B1 The lack of effective instructional planning 2

B208137

G1.B1.S1 Systematized weekly meetings 4

S219739

Strategy Rationale

Data meeting are inconsistent for specific out comes

Action Step 1 5

Establish systematic grade group meeting to review and collaborate on STANDARDS. Develop a protocol for discussing the standards. Provide teachers with ELA, Math, and Science test design summary, item specifications, and content limits for grade level planning meetings. The administration will hold a high level of accountability for the implementation of the meeting discussions and planning.

Person Responsible

Maurice Stokes

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Protocol, school calendar, agenda, sign-in sheets

Action Step 2 5

Establish systematic grade group meeting to review and discuss DATA. Use a specific protocol for discussing data.

Person Responsible

Maurice Stokes

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Protocol, school calendar, agenda, sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will attend data planning meeting and grade level planning meeting

Person Responsible

Abbye Dixon

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Meetings agenda, notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

We look to increase performance on progress monitoring data, (formative common assessments)

Person Responsible

Maurice Stokes


Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Progress monitoring data

G1.B1.S2 Implement PD into practice 4


 S219740

Strategy Rationale

Lack of follow through on PD implementation

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G1.B1.S3 Peer to peer collaboration for implementation 4






 S219741

Strategy Rationale

Increase the sharing of effective strategies

Action Step(s) Missing for Goal #1, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1  M272775	Progress monitoring tools will show a positive trend	Stokes, Maurice	8/15/2016	Diagnostic, baseline, midterm, end of year, and weekly FCIM assessments	5/31/2017 weekly
G1.B1.S1.MA1  M272773	We look to increase performance on progress monitoring data, (formative common assessments)	Stokes, Maurice	8/15/2016	Progress monitoring data	5/31/2017 monthly
G1.B1.S1.MA1  M272774	Administration will attend data planning meeting and grade level planning meeting	Dixon, Abbye	8/15/2016	Meetings agenda, notes	5/31/2017 weekly
G1.B1.S1.A1  A276563	Establish systematic grade group meeting to review and collaborate on STANDARDS. Develop a protocol...	Stokes, Maurice	8/15/2016	Protocol, school calendar, agenda, sign-in sheets	5/31/2017 weekly
G1.B1.S1.A2  A277178	Establish systematic grade group meeting to review and discuss DATA. Use a specific protocol for...	Stokes, Maurice	8/15/2016	Protocol, school calendar, agenda, sign-in sheets	5/31/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Through the use of collaborative planning, professional learning communities, and research-based best practice instruction, students scoring at or above level 3 in English/Language Arts, mathematics, and science as measured by 2016-2017 state assessment will meet or exceed 60% as compared to other elementary schools with similar demographics in the state.

G1.B1 The lack of effective instructional planning

G1.B1.S1 Systematized weekly meetings

PD Opportunity 1

Establish systematic grade group meeting to review and collaborate on STANDARDS. Develop a protocol for discussing the standards. Provide teachers with ELA, Math, and Science test design summary, item specifications, and content limits for grade level planning meetings. The administration will hold a high level of accountability for the implementation of the meeting discussions and planning.

Facilitator

School administration/leadership team, DA Support, ETO, FSU College of Education

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

PD Opportunity 2

Establish systematic grade group meeting to review and discuss DATA. Use a specific protocol for discussing data.

Facilitator

School administration/leadership team, DA Support, ETO

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data			
1	G1.B1.S1.A1	Establish systematic grade group meeting to review and collaborate on STANDARDS. Develop a protocol for discussing the standards. Provide teachers with ELA, Math, and Science test design summary, item specifications, and content limits for grade level planning meetings. The administration will hold a high level of accountability for the implementation of the meeting discussions and planning.	\$0.00
2	G1.B1.S1.A2	Establish systematic grade group meeting to review and discuss DATA. Use a specific protocol for discussing data.	\$0.00
			Total: \$0.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10n

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

2016 OCT - 5 AM 10:38
SCHOOL BOARD
SECRETARY

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Gadsden County Schools

Stewart Street Elementary School



2016-17 School Improvement Plan

Stewart Street Elementary School

749 S STEWART ST, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade		C*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
N/A	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	N/A	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Stewart Street Elementary School's mission is to provide all students with opportunities for quality learning and the necessary support to ensure academic acceleration, consistent demonstration of appropriate social behavior, and continuous personal improvement. Excellence and a desire to learn will become a way of life.

b. Provide the school's vision statement

Stewart Street Elementary School faculty and staff work cooperatively and collaboratively with students, parents and community. We will set high expectations and create a positive learning environment for students, faculty and staff in order to enhance performance and promote development of critical thinking skills. Students will be provided a challenging curriculum in a clean, safe, non-threatening, and drug free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be a key in the delivery of instruction.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Stewart Street Elementary School (SSES) has built a culture of respect for students we serve. School staff is provided insight of students' cultural needs as assessed by the school climate and language surveys. We take a personal interest in the well-being of our students and their families. The school has an open door policy and welcomes parents to visit our campus. Positive relationships are established as we make every effort to communicate regularly. Parent Expos, PTA/SAC meetings, and school-wide assemblies are held to keep families abreast of the new Florida Standards and students' academic progress.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

SSES has the following procedures in place to ensure that students feel safe and respected before, during, and after school:

- School staff meets students as they arrive in the morning and leave in the afternoon.
- School staff monitors the hallway, cafeteria, and corridors as students move about on campus.
- Visitors are screened using the Raptor system.
- Monthly emergencies drills are performed.
- Guidance counselor conducts character education classes and host assemblies to discourage bullying.

In addition to the aforementioned procedures, the school's security gate helps us to keep intruders off campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Stewart Street Elementary adheres to the District's Student Code of Conduct to reduce disruptions during instructional time. Additionally, each teacher has in place behavioral management systems which clearly convey expected conduct for students to display.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance counselor is available to all students if counseling services are needed. Also, we have additional help from outside resources such as social workers, psychologists, and counselors that are capable of providing one- on-one counseling if considered necessary. Teachers, staff, and volunteers serve as mentors on a daily basis.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Stewart Street Elementary School early warning system indicators are attendance of students below ninety percent and students who have received one or more out of school suspensions.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	20	14	9	17	22	8	0	0	0	0	0	0	0	90
One or more suspensions	1	11	8	6	12	7	0	0	0	0	0	0	0	45
Course failure in ELA or Math	6	12	13	9	21	6	0	0	0	0	0	0	0	67
Level 1 on statewide assessment	0	0	0	12	49	22	0	0	0	0	0	0	0	83

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	2	8	5	0	0	0	0	0	0	0	15

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Stewart Street Elementary School implements several intervention strategies to improve the academic performance of students identified by the early warning system. Parents receive phone calls by the teachers to support early absentee warnings, followed by parent conferences if needed. Parents also are sent written documentation via certified mail explaining district school attendance policies. In addition, the district social worker provides assistance in making contact with parents to deter excessive absentees of students.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/314036>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school works closely with faith-based partners, community organizations, businesses, and Gadsden County Schools Parent Services office to secure resources that are utilized to support the school and student achievement. Volunteers, Mentors, and Classroom Grandparents support academics, extra-curricular activities, and school-wide programs.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Robinson, Ms. Lisa	Principal
Harris, Robert	Guidance Counselor
Green, Kimmi	Teacher, K-12
Germany, Christopher	Teacher, K-12
Toussaint, Karen	Teacher, K-12
Pruitt, Shonda	Teacher, K-12
Youmans, Mildred	Instructional Media
Harris, Clurie	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

A member of administration (Principal or Assistant Principal) participates in the MTSS team meetings and provides valuable information about the allocation of resources, and monitors intervention fidelity. Lead teachers assist in monitoring intervention fidelity, providing teachers with appropriate interventions and conducting progress monitoring probes. School Counselors generally schedule MTSS team meetings, facilitate meetings, discuss student referrals with teachers, conduct

observations of referred students, and monitor intervention fidelity. School Psychologists play a critical role in ensuring that all parties understand the MTSS process. In addition, School Psychologists assist in facilitating meetings, analyzing data, suggesting appropriate interventions and monitoring intervention fidelity.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The effectiveness of core intervention is assessed by analyzing student performance on measures such as the FAIR as well as through weekly classroom assessments. As a rule of thumb, at least 70% of the students should be achieving at or above grade level expectations. Within an MTSS framework, student data is entered into such programs as Engrade and Skyward where the class average for each student is computed automatically. Consequently, classroom performance can be easily analyzed. Retention information, FCAT scores, FAIR data, iReady and district benchmark assessments are all analyzed to determine which students need additional support. The progress of struggling students is monitored and trend lines indicate whether or not student performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the level of support that students require.

Teachers receive support through a Multi-tiered System of Supports as they are a very integral part of the Student Study Team meetings that are held to determine which supports and resources are necessary in order to meet the needs of individual students. Teachers receive guidance from a group of professionals and related service providers who collaborate (along with the student's parents) to determine interventions, resources and services that will appropriately meet student needs.

Stewart Street Elementary coordinates with Title I Part A to ensure all disadvantaged children are offered instructional opportunities and support systems to close the achievement gap, including providing a full range of parent services. Every Title I parent receives required information, Annual Title I meetings are held to provide parents with a wealth of information about how Title I can help the school. Parent dollars from Title I assist with the development of parent involvement plans and parent expos where children and their parents come to the school for teacher conferences related to their grade reports.

Stewart Street coordination with Title I Part C Migrant ensures that the needs of migrant students are met as they transition in and out of schools at different times of the year and move around to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Stewart Street coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on their individual needs and to ensure that only highly qualified in-field teachers are placed in classes, with a focus on placing the best teachers with the lowest performing students. The program offers staff development at the district level and at the school level to differentiate offerings based on school needs. Teachers are provided with growth plans and timelines to complete trainings, being rewarded with certification and/or continuing education points. Instructional coaches are provided by this Title so that onsite modeling and progress monitoring can be provided to struggling teachers.

Coordination with Title III ensures the needs of ESOL student needs are met through language support, various accommodations required under Federal Decree, and by working with Title II, Part A to provide ESOL endorsement training. Title III is available to offer onsite translations for parents and

non-English speaking students and to assist with their registration and transcript needs.

The Title X Homeless program is district-wide with provisions to serve all students who have been identified as homeless and their families. Title I Part A shares expenses for this program and together the two programs ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided for so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction in the district is used to provide general funding for a district alternative school which serves students from all schools who are overage, have low grade point averages, have behavioral issues, and/or have had legal issues removing them from the traditional school environment. As our school discovers student challenges that cannot be met on our campus, we make recommendations to send the students to the alternative school for assistance. Students are remediated, provided positive behavior support, provided interventions to allow them to catch up to their peers and graduate on time. Parenting services are also provided onsite to assist with reducing drop outs and continuing to assist underage parents in their pursuit of a high school credential. Once a student has successfully completed their assigned area of work at the alternative school, they return to their home school setting. Adult education programs are part of the alternative program and are funded through state dollars at the technical center with recommendations coming from the alternative center as requested and/or necessary.

Stewart Street Elementary has a strong safety program that includes Raptor identification at the front desk to alert the office of anyone who should not be allowed on campus; positive behavior support programs and behavior specialists work with troubled students; in-school and out-of-school suspension programs and oversight are provided; anti-bullying campaigns that support school board policies are in place to ensure that all students are safe; security fencing of grounds are in place to ensure that school leaders can protect students under their care.

The school district has volunteered to be part of the Community Eligibility Option offering free breakfast and lunch to all students. Students in after school programs are provided nutritional snacks through the food service program at the district. The district has a grant with Healthy Foods and purchases fresh fruit and vegetables by locally grown vendors who are under contract with other district agencies.

Stewart Street participates in the early intervention programs through Voluntary prekindergarten and HeadStart on full-day schedules working with very young students to raise basic skills so they are prepared to transition into Kindergarten ready for rigorous instruction and learning . Our school uses some of our Title I money to offer Title I blended preK programs providing a full day of preK for students with split funding from Title I. This allows us to provide even more resources for our preK students than the state funded early learning programs.

The AmeriCorp Gadsden Reads project works collaboratively with the school by providing assistance through AmeriCorps members as volunteers to assist with tutorials and interventions in classrooms during the regular school day. All members are trained in program implementation.

The AmeriCorp Vista volunteer partnership will provide regional parent volunteers to the school to assist with parent liaison services. They are supervised daily by the district Parent Resource Coordinator. Ongoing coordination is provided to parents via Title I annual meetings, parent expos, parent town hall meetings, faith based meetings, and other community level meetings.

Race to the Top funding provides the school with a strong focus on reading and science, providing the school the services of a district science specialist, a district STEM specialist, and incentive

funding for earning reading credentials and providing quality instruction that causes students to make learning gains.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lisa Robinson	Principal
Shonda Pruitt	Teacher
Gracie Powell-Jones	Teacher
Karen Toussaint	Teacher
Priscilla Green	Parent
Michelle Hogue	Parent
Lindsey Cooper	Parent
Gwen Smith	Parent
Brittany Toombs	Parent
Angela Goldwire	Parent
Evelyn Lee	Parent
Ruth Solis	Parent
Juventino Zuniga	Parent
Kimi Green	Teacher
Christopher Germany	Teacher
Shakilla Gordon	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

During our initial School Advisory Council meeting key stakeholders of the school reviewed last year's school improvement plan, discussed its effectiveness, and made informed decisions of strategies to implement to alleviate challenges that may arise.

b. Development of this school improvement plan

The SAC assists in the preparation of the annual budget and in the development and evaluation of the school improvement plan. Quarterly meetings are held so that members are able to monitor the SIP and provide input during the decision making process.

c. Preparation of the school's annual budget and plan

The School Advisory Council will meet to develop and disseminate funds for students' needs, professional development, and school incentives.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC has allocated \$18,000 to fund the after school program that will serve students in the 3rd through 5th grades. The allocated amount will be used to pay stipends for eight instructional positions.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Robinson, Ms. Lisa	Principal
Harris, Clurie	Assistant Principal
Youmans, Mildred	Instructional Media
Pruitt, Shonda	Teacher, K-12
Germany, Christopher	Teacher, K-12
Toussaint, Karen	Teacher, K-12
Harris, Robert	Guidance Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major initiatives of the LLT this year are to implement ELA instruction in accordance with the new Florida standards and engage in ongoing literacy professional development. The school also participates in district literacy initiatives.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Stewart Street Elementary supports positive working relationships between teachers by fostering support through professional learning communities, weekly data chats in grade group meetings, and supporting the needs of beginning teachers through peer mentoring.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Stewart Street Elementary school in cooperation with the district collectively and individually utilizes the following strategies to recruit and retain highly qualified teachers.

1. Participates in district recruitment fairs
2. Utilizes the various media to recruit highly qualified teachers

3. Provide on site training for teachers to assist in them becoming more proficient and effective.
4. Encourage teachers to utilize the district reimbursement system to assist in becoming highly qualified.
5. Assist teachers in becoming reading/ESE and ESOL endorsed,
6. Encourage teachers participation in paid summer training to increase skills and knowledge base as well as increase income.
7. Create pools to attract highly qualified teachers
8. Work closely with teacher's bargaining unit to identify ways to offer differentiated and performance pay.
9. Provide incentives for HQ teachers to serve as mentors for new teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Highly effective teachers are paired with novice teachers to assist them with research based practices to implement instructional delivery methods, classroom management, and transitioning in the process to promote students' academic achievement. All novice teachers are required to participate in the district beginning teacher program. Professional development is provided on a continuous basis.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Stewart Street Elementary uses district adopted English Language Arts (ELA) and mathematics core instructional programs from a state adopted instructional materials list that are aligned with the Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Stewart Street Elementary use a data driven approach coupled with methods of differentiated instruction in order to meet the diverse learning needs of all students. Diagnostic assessments are given in core subjects and data from these assessments are utilized to drive instructional focus on skills that must be achieved for mastery of Florida standards. Ongoing progress monitoring is used, data is assessed in weekly data chat meetings and informed decisions are made on how to best implement effective research based practices to ensure academic growth. To ensure that no child is left behind we support students as individual learners by using MTSS and RTI process.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

Stewart Street Elementary Extended Learning Day Tutorial Program is to provide students in grades 3- 5 with resources from The 21st Century after school program that will promote the development of skills essential to matriculating through school.

Strategy Rationale

To improve students proficiency in English Language Arts (ELA), mathematics, and science. Also to expose students to various enrichment opportunities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Ms. Lisa, robinsonl@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

District wide progress monitoring assessments will be used to assess effectiveness. After school staff will meet periodically to analyze data, and make informed instructional decisions.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Stewart Street Elementary has a Pre-K program which is geared toward assisting young children in making a successful transition from home or other child care programs, as well as from one grade level to the next. Children are provided age-appropriate activities and experiences that promote social and academic growth, which are essential to their overall development.

The Pre-K coordinator, principal, teachers, staff, and parents meet regularly to discuss provisions for activities and services to address the needs of the children and facilitate learning. A Pre-K Parent Orientation Day is scheduled during August to plan activities for children and their families and disseminate information concerning the program.

Pre-K teachers make home visits to meet with families as part of the transition process. In addition, parents are invited to visit their child's classroom in order to keep abreast of their progress. Pre-K Headstart resource teachers administer regular assessments to children for the purpose of collecting baseline data and monitoring developmental skills. Vertical articulation between pre-kindergarten and kindergarten teachers ensures a continuum of core knowledge standards.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

n/a

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

n/a

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences.

- G2.** Based on 2016 FCAT 2.0 Science 24 % of students were proficient. Our goal for 2016-2017 is to increase the proficiency rate 50%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences. 1a

G082023

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Limited Professional Development

Resources Available to Support the Goal 2

-
- Comprehension Instructional Sequence (CIS) Model
- Florida Continuous Improvement Model
- Core Curriculum Reading Assessments
- District Assessments
- i-Ready
- CPALMS

Plan to Monitor Progress Toward G1. 8

FCIM, District Assessments, Core Curriculum Assessments, and iReady reports

Person Responsible

Ms. Lisa Robinson

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Classroom walk throughs, data notebooks, grade group agendas and sign in sheets.

G2. Based on 2016 FCAT 2.0 Science 24 % of students were proficient. Our goal for 2016-2017 is to increase the proficiency rate 50%. 1a

G082024

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge of Science

Resources Available to Support the Goal 2

-
- Core Curriculum
- Supplemental resources provided by the Core Curriculum i.e. Untamed Science Videos
- Science Lab Activities

Plan to Monitor Progress Toward G2. 8

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

Person Responsible

Clurie Harris

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

STEM participation and field trip itineraries.

Plan to Monitor Progress Toward G2. 8

District Assessments, Core Curriculum Assessments,

Person Responsible

Ms. Lisa Robinson

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase students' comprehension of complex text through the use of effective research based reading strategies that mirror best practices to foster meaningful reading experiences. **1**

 G082023

G1.B1 Limited Professional Development **2**

 B216997

G1.B1.S1 In addition the use of PAEC, modeling from lead teachers, CPALMS, support from the literacy leadership team, and site visits to other schools for modeling of best practices will assist with limitations caused by this barrier. **4**

 S229293

Strategy Rationale

On-site professional development from teacher peers will allow instructors to have continuous and readily accessible professional development.

Action Step 1 **5**

Ongoing Professional Development Opportunities

Person Responsible

Ms. Lisa Robinson

Schedule

Biweekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Follow up activities, sign in sheets, grade group participation log, classroom walkthroughs, and data notebooks.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Ongoing professional development opportunities.

Person Responsible

Ms. Lisa Robinson

Schedule

Biweekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Ongoing professional development opportunities.

Person Responsible

Ms. Lisa Robinson

Schedule

Biweekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log


G2. Based on 2016 FCAT 2.0 Science 24 % of students were proficient. Our goal for 2016-2017 is to increase the proficiency rate 50%. **1**

 G082024

G2.B1 Lack of prior knowledge of Science **2**

 B217000

G2.B1.S1 Increase the time of Science instruction. **4**

 S229297

Strategy Rationale

By increasing the science instruction in all grade levels, students will come equipped with the prior knowledge needed to be proficient learners.

Action Step 1 **5**

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

Person Responsible

Ms. Lisa Robinson

Schedule

Daily, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

Person Responsible

Ms. Lisa Robinson

Schedule

Daily, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.

Person Responsible

Ms. Lisa Robinson

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.

G2.B1.S2 Educational field trips 4

S229298

Strategy Rationale

Educational field trips allows students' to experience science beyond the classroom, and provides a culminating activity for big ideas.

Action Step 1 5

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

Person Responsible

Schedule

Quarterly, from 10/3/2016 to 5/29/2017

Evidence of Completion

STEM participation and field trip itineraries.

Action Step 2 5

District Assessments and Core Curriculum Assessments

Person Responsible

Ms. Lisa Robinson

Schedule

Monthly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

Person Responsible

Schedule

Evidence of Completion

STEM participation and field trip itineraries.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.

Person Responsible

Schedule

Evidence of Completion

STEM participation and field trip itineraries.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.MA1 M293846	FCIM, District Assessments, Core Curriculum Assessments, and iReady reports	Robinson, Ms. Lisa	8/29/2016	Classroom walk throughs, data notebooks, grade group agendas and sign in sheets.	5/26/2017 monthly
G2.B1.S1.MA1 M293851	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use...	Robinson, Ms. Lisa	8/29/2016	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/29/2017 weekly
G2.MA2 M293856	District Assessments, Core Curriculum Assessments,	Robinson, Ms. Lisa	8/29/2016	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/29/2017 quarterly
G1.B1.S1.MA1 M293842	Ongoing professional development opportunities.	Robinson, Ms. Lisa	8/29/2016	Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log	5/29/2017 biweekly
G1.B1.S1.MA1 M293843	Ongoing professional development opportunities.	Robinson, Ms. Lisa	8/29/2016	Data Notebooks, Sign Sheets, Agendas, and Grade Group Participation Log	5/29/2017 biweekly
G1.B1.S1.A1 A291962	Ongoing Professional Development Opportunities	Robinson, Ms. Lisa	8/29/2016	Follow up activities, sign in sheets, grade group participation log, classroom walkthroughs, and data notebooks.	5/29/2017 biweekly
G2.MA1 M293855	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...	Harris, Clurie	8/29/2016	STEM participation and field trip itineraries.	5/29/2017 quarterly
G2.B1.S2.A2 A291967	District Assessments and Core Curriculum Assessments	Robinson, Ms. Lisa	8/29/2016		5/29/2017 monthly
G2.B1.S1.A1 A291965	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use...	Robinson, Ms. Lisa	8/29/2016	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/29/2017 daily
G2.B1.S1.MA1 M293852	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use...	Robinson, Ms. Lisa	8/29/2016	Lesson plans, classroom walk throughs, grade group collaboration meetings, and data notebooks.	5/29/2017 daily
G2.B1.S2.MA1 M293854	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...		No Start Date	STEM participation and field trip itineraries.	No End Date one-time
G2.B1.S2.MA1 M293853	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...		No Start Date	STEM participation and field trip itineraries.	No End Date one-time
G2.B1.S2.A1 A291966	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to...		10/3/2016	STEM participation and field trip itineraries.	5/29/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	Ongoing Professional Development Opportunities	\$0.00
2	G2.B1.S1.A1	Teachers will model scientific thinking and the practice of Science, target vocabulary, and use Science stations within the classroom.	\$0.00
3	G2.B1.S2.A1	Coordinate with community stakeholders, local universities, IFAS Centers, and local 4-H Agency to provide real world situations and meaningful learning experiences.	\$0.00
4	G2.B1.S2.A2	District Assessments and Core Curriculum Assessments	\$0.00
Total:			\$0.00

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10o

Date of School Board Meeting: October 25, 2016

TITLE OF AGENDA ITEM: School Improvement Plans – Elementary & Secondary Schools

DIVISION: Elementary & Secondary Education

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George W. Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Magnet, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary and West Gadsden High School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Pink Hightower, Ph.D.

POSITION: Interim Superintendent of Schools

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2016 OCT - 5 AM 10:38
SCHOOL BOARD
OFFICE OF THE CLERK
SCHOOL BOARD

Gadsden County Schools

West Gadsden High School



2016-17 School Improvement Plan

West Gadsden High School

200 PROVIDENCE RD, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 6-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	F	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Focus	Northwest	Melissa Ramsey
Former F	Turnaround Status	
No	Implementing	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

West Gadsden High School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

b. Provide the school's vision statement

Nurtured and educated students who are career, college, and civic ready

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Step 1: School leaders promote collaborative problem solving and open communication among teachers, parents, community members and students, i.e. SAC and Title I Parent Meeting.

The school leaders

- Collaborates with stakeholders in the school improvement process
- Shares student achievement data with all stakeholders
- Provides time for collaborative problem solving
- Communicates the school vision, school goals and ongoing progress toward attainment of goals to staff, parents, students, and community members
- Selects a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students
- Provides Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Recognizes and celebrates the contributions of school community members to school improvement efforts

Step 2: SBLT collect, analyze and use data to identify school needs

The SBLT

- Ensures that multiple sources of data are collected and used to assess student performance
- Engages the entire staff in analyzing student achievement data
- Identifies discrepancies between current and desired outcomes
- Engages staff and other stakeholders in a collaborative process to clarify the problem(s)
- Facilitates the identification of priority needs, based on the data analysis, to address in a school-wide effort
- Models the use of data to make decisions
- Regularly asks staff to identify the data they used in making a decision
- Provides and demonstrates to faculty members simple strategies for gaining information about students' cultures
- Uses a variety of tools including technology to organize and analyze data

Step 3: Principal uses data to identify and plan for needed changes in the instructional program

The Principal

- Ensures that the school improvement plan is based on data analysis and problem clarification
- Facilitates the development of an improvement plan in which goals, evidence of attainment, objectives and strategies are clearly aligned and articulated
- Identifies with staff the knowledge and skills that teachers need to implement the school improvement instructional strategies
- Ensures that the school improvement plan has identified activities to support strategies, milestones to assess progress toward goals, staff development to support staff needs and staff responsible for each implementation step
- Ensures that assessment, curriculum, and instruction are aligned
- Embeds cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provides opportunities for staff to learn about research-based strategies that address the identified problem(s)

Step 4: The SBLT implements and monitors the school improvement plan

The SBLT

- Facilitates the development of a calendar of all school improvement activities and ensures that the calendar is shared and reviewed regularly
- Establishes a regular, predictable process to track the impact improvement efforts have on student achievement
- Closely monitors the systematic collection and analysis of data by staff to assess whether progress toward attainment of objectives is satisfactory for all groups of students
- Continuously collects and utilizes data to inform instructional decisions at the building and classroom level and provide academic interventions for individual and groups of students
- Uses a variety of tools including technology to monitor progress
- Recognizes successes of key players
- Facilitates the use of data to continuously evaluate and revise the school improvement plan
- Aligns all resources (monetary, staff, time, and staff development opportunities) to maximize attainment of school improvement priorities
- Uses regularly scheduled time with staff (e.g. staff meeting, PLC time, in-service time) to monitor, communicate, and provide staff development for school improvement efforts
- Supports staff in making the instructional changes necessary to support school improvement efforts

Step 5: The school uses systems thinking to establish a clear focus on attaining student achievement goals

The Principal

- Aligns all school resources with school improvement priorities
- Aligns school improvement goals, classroom instruction, and classroom / school assessment
- Identifies key processes that impact results
- Identifies performance measures and indicators that link key instructional processes to instructional goals
- Forms a representative student task force comprised of representative multicultural groups, i.e. Student Government Council and grade-level class organizations
- Develops and implements a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.
- Communicates with decision makers outside the school
- Ensures that school goals are aligned to school district goals
- Helps inform district planning by articulating school needs

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe and respected before, during and after school

Before

- Faculty and staff members are required to attend morning duty in one of three areas: campus (courtyard) parent pick-up, cafeteria, and bus ramp. Middle school students remain inside the cafeteria for both breakfast and lunch, however, high school students are given the opportunity to remain in the high school courtyard. On inclement weather days, all students occupy either the gym or cafeteria until the first period bell rings.
- For all student drivers, a separate parking lot is designated for their vehicles. All vehicles must be registered with the School Resource Officer. Students are required to present valid vehicle registrations and proof of insurance.
- A Security Guard and School Resource Officer are both present during the full school day.
- One or more members of the Administration are also present in the AM to ensure students' safety.

During

- A Security Guard and School Resource Officer are both present during the full school day.
- All three members of the Administration are also present throughout the day to ensure students' safety.
- A mentoring program will be implemented on-site beginning the 2nd nine weeks for ESE students --- Check and Connect --- and male students.
- Students and their families have access the district's homeless program, especially if they are experiencing homelessness, clothing needs, food and or shelter.

After School

- A 21st Century Community Learning Centers after-school program has recently been launched for three hours, three days a week for the remainder of the year. An administrator and site coordinator will be present to assist with administrative operations and campus security.
 - School funded transportation is available after-school four days weekly so that students without family transportation can access after-school tutoring, mentoring, and extra-curricular activities.
- In addition to routine safety procedures, the school
- Uses the Raptor Security System for checking in all visitors to the campus
 - Adheres to the district's Student Code of Conduct of attendance and disciplinary actions.
 - Posts directional and informational signage throughout and out the campus (especially outside main entrance) and hallway
 - Provides professional development through the district, state and at the school level on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.
 - Implements a differentiated system of school counseling services with dedicated time for the, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources
 - Provides separate guidance counselors and services for both middle and high school students
 - Enhances a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary)
 - Models and teaches interpersonal expectations in non-academic settings for non-instructional personnel --- office staff, bus drivers, cafeteria personnel, and after-school personnel --- and gives them instruction for reporting violations to appropriate administrator
 - Stages drills where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported on a monthly basis
 - Clarifies school's expectations for positive interpersonal interaction and creates the structures and processes for reporting violations of bullying/harassment/ policies
 - Dictates safety protocol immediately and posts rules specific to the classroom on a classroom wall. Also, reiterates rules for common areas of the school, such as the hallways, library, gym, restrooms

and school cafeteria.

- Posts emergency exit plans for tornado, earthquake and fire emergencies beside the doorway.
- Creates more opportunities for student-student and student-teacher interaction through small learning communities, as lower student-teacher ratios promote interaction, staff members who are assigned as mentors to individual students or groups
- Encourages students to express feelings and opinions regularly. This provides emotional safety and an environment where students do not have to fear recrimination.
- Has a standing rule in the classroom that everyone's opinion is valued and being disrespectful to classmates is not acceptable.
- Promotes relationships among teachers by establishing common planning time and collaborative work opportunities (Professional Learning Communities and team meetings)
- Rewards students for academic achievement, but also reward improvement and best efforts
- Encourages students to lead regular class or school meetings with open discussion of issues, i.e. Student Government
- Utilizes Skylert (parent and family phone alert and messaging center system) and Skyward (student and parent portals for grades, scheduling, etc.)

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

West Gadsden High School follows the District's Student Code of Conduct for managing students' behavior. It was developed/written by school and district employees and based on state statutes along with district policies resulting from numerous data sources including early warning systems data. The school manages school-wide data through Skyward. Reports include individual classroom data, by grade level, ethnicity, disabilities, and other subgroup levels. All teachers are expected to follow the Code of Conduct plan as written for disciplinary actions regarding behavior, attendance and academics. The procedure involves giving verbal warnings, making phone calls to parent/guardians, making referrals to the guidance counselor first and finally to an administrator. Besides implementing the Student Code of Conduct, students are encouraged to follow school-wide expectations which were explained and provided for faculty members during preplanning. Additionally, the district provides classroom management and positive behavior supports trainings during in-service days as requested. New and beginning teachers received training with the first three months of their hire date to ensure and maintain a safe learning environment.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Each grade level has a guidance counselor who works closely with the administration to keep them abreast of various issues that arise with students. Students in grades 6-8 have a middle school counselor while those in grades 9-12 have a senior high school counselor. When needed, the school's social worker and psychologist are consulted. Periodically, outside service agencies, which include Disc Village, Capital City Youth Services and Apalachee Mental Health, are suggested by the MTSS/RTI or administrative team. The SBLT also meets regularly to discuss students with barriers to academic and social success. Within the next month, mentors will be assigned to serve ESE students identified through the Check and Connect program. A distinguished gentlemen's group for male students has also been initiated on campus to help them deal with socio-emotional behaviors as they move from middle to high school and into post-secondary life.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school's early warning system involves being able to identify students who may be at risk of dropping out and to help monitor these students' responses to interventions. Skyward, the data system that the school utilizes for identifying student level data including indicators for attendance, course failures, GPA, credit attainment, below grade level assessment performance, and behavior to determine potential risk for dropping out. The intended goal is to support students who have an increased risk of academic failure in order to get them back on track for academic success and eventual graduation. The list of the early warning indicators used in our system includes the following:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics (Algebra 1)
- Two or more retentions
- Grade point equivalent below 2.0.
- Two or more early warning indicators
- Failure to be graduation-ready by the beginning of 12th grade

Data decision rules and interventions are developed to monitor and improve EWS which are detrimental to students' success. The district has also developed a plan of action for helping school with the identifying and monitoring through the hiring of a social worker assigned to secondary schools only. The district also partners with high schools to establish a graduation team which included the dropout prevention coordinator and guidance counselor. To ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules, in-service training are held at the school level.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	31	58	28	24	30	0	0	0	171

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include convening the MTSS/RTI team or the SBLT to problem solve and create action plans. The school is also using i-Ready for reading and mathematics, Go Math, CPALMS lessons and resources; Parent notifications for students identified ; and counseling

sessions for students and facilitator, and intensive courses. The Administrative team and the high school counselor both host quarterly senior meetings with parents and students in which grad checks are discussed. Interventions to close student need gaps related to earning warning system are also provided. Lastly, district initiatives such as Saturday test prep tutorials for state and national assessments for held either face-to-face or using Edgenuity; credit recovery classes are offered using Edgenuity; and targeted summer school sessions are also held.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

West Gadsden High School builds and sustains partnerships with the local community by hosting Open House and Back to School evening events; Parent Expos (at least four times annually); Senior and Junior Parents Night separately; School Advisory Council and School Improvement Meetings; Title 1 Parent Involvement Training and Meetings (at least four times annually including professional development); special informational meetings and training, i.e. Parent and Student Portal training, Florida Standards Awareness, Family Literacy Night, and College and Career Fairs including FAFSA and college registration for interested individuals.

Volunteers and business partners are invited to attend all events especially our college and career events as vendors and guest presenters. Occasionally, selected community business persons are requested to come and discuss ways that they can support the school in its initiatives.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Mills, James	Principal
Pace, Rocky	Assistant Principal
Moody, Cheryl	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The SBLT's role is to meet with the SAC and Principal to help develop the SIP. The team is expected to provide data regarding the efficacy of interventions so that meaningful decisions can be made about which instruction and interventions should be maintained; help set clear expectations for instruction; facilitate the development of a systemic approach to teaching and align processes and procedures.

Other member roles include:

James Mills - Principal

Duties: Florida Standards, 21st CCLC, Accountability, Accreditation, Auditors, Bible/Prayer in Schools, Budget, Business Partners, Master Calendar, Career and Technical Education, Differentiated Accountability, English/language arts, Ethics, Equity, Faith-based Partners, Finance, Florida Partnership, FTE, Graduation, Grants, Grievances, Hiring, JROTC, Labor Relations, Leadership Development, Marketing, Mentoring, Parent and Community Outreach, Parent Involvement Plan, Payroll, Personnel, Public Relations, Red Cross Disaster Site Lead, SAC/PTA, School Choice, School Improvement Plan, Science, Sexual Harassment, Staffing Plan, Strategic Plan, Title 1, Volunteers

Rocky Pace - Assistant Principal for Discipline

Duties: Florida Standards, Athletics, Attendance, Bell Schedule, Building Inspections, Bullying, Bus Requests, Character Education, Club Day, Crisis Prevention, Custodial Services, Discipline, Duty Roster, Emergency Drills, Fine Arts, Fire Safety, FISH, Inventory, Food Service, Immunizations, Juvenile Justice, Lunch Schedule, Maintenance, Medicaid Billing, Missing Children, Non-instructional Staff, Nurses and Medication Administration, OSHA Contact, Parking Permits, Physical Education, Positive Behavior Support, Radios, Restraint and Seclusion Reporting, Safety and Security, SESIR, Social Studies, SREOY, Student Activities, Suicide Threat Assessment, Technology, Tobacco Intervention/Prevention, Transportation, Truancy, Voter Education, Work Permits, World Languages

Cheryl Moody - Assistant Principal for Curriculum

Duties: Florida Standards, Academic Challenges, Adult Education Referrals, Advanced Placement Program, Assessment, Assistive Technology, Bright Futures Scholarship Submission, MyCareerShines, Clinical Education Placements, College Readiness, Computer Labs/Laptop Carts, Community Service Hours, Copyright Requests, Curriculum, Driver Education, Dropout Prevention, Dual Enrollment, ESOL, Exceptional Student Education, Field Trips, Florida Virtual School, GED Referrals, Grade Submission and Review, Guidance, Home Education Referrals, Hospital/Homebound, Instructional Materials, Master Scheduling, Mathematics, Media Center, Military Compact-Students of Military Parents, Migrant Students, Parent Conferences, Pupil Progression Plan, Professional Development, Recognitions, Registration, Report Cards/Progress Reports, RtI/MTSS, Student Services, Students in Transition (Homeless), Substitute Teachers, Surrogate Parents, TOY/RTOY, Talented 20, Teenage Parent Program, Vocational Rehabilitation, Website

Shannon Williams - Instructional Coach

Duties: Florida Standards, Assemblies, Awards and Rewards, Data Analysis, Coaching

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The SBLT identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes through the process of a multi-tiered system of supports.

Within the MTSS, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The MTSS involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, WGHS began with the identification of trends and patterns using needs assessment, school-wide and grade-level data. Students who need instructional intervention beyond what was provided for positive behavior or academic content areas were provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The MTSS/Rtl Team will function accordingly using the problem-solving method as follows:

1. Step 1, the team defines the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. Step 2, the team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. Step 3, Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implementation integrity will be ensured. Ask, "What are we going to do about it?"
4. Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

- 1) The SBLT's role is to develop a school implementation plan and ensure its implementation. Meetings will be held bi-weekly and more frequently if requested.
- 2) The school psychologist will be responsible for administering the assessment(s) and completing the psychological or evaluation report(s).
- 3) General Education Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention (Core Instruction and Supplementary Interventions), collaborate with other staff to implement Tier 2 interventions (Strategic and Targeted Group Interventions), and integrate Tier 1 materials/instruction with Tier 2/3 activities (Comprehensive and Intensive Interventions).
- 4) ESE teachers participate in the data collection phase also, integrate core instructional activities/material into Tier 3 instruction, and collaborate with general education teachers, especially through co-teaching.
- 5) Program Specialist will serve as a resource person for interventions and evidenced-based strategies in working with students. This person will also be responsible for keeping parents informed throughout entire process, monitoring ESE paperwork, and scheduling and conducting student study team (IEP) and manifestation conferences.
- 6) Instructional Coach (Reading) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs (i-Ready) that provide early intervention services for students to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in professional development, and provide support for assessment and implementation monitoring.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Max Chavez	Parent
Mary E. Jackson	Parent
Towanda Thomas	Parent
Kathy Johnson	Business/Community
Jahmonia Ellis	Student
Latoria Stokes	Parent
Raquel Chavez	Parent
James Mills	Principal
Rocky Pace	Education Support Employee
Arlene Chambers	Parent
Jakobi Randall	Student
Ayriana Dubose	Student
Evelyn Tomas	Student
Cheryl Moody	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The evaluation of the 2015-2016 School Improvement Plan is pending from the district.

b. Development of this school improvement plan

The School Advisory Council receives monthly updates on the implementation of the School Improvement Plan and makes necessary updates. The Council provides support and input in the operation of the school. On Tuesday, September 6, 2016, the SAC will provide input on the 2016-17 SIP. (Sign-in sheets and agendas are available for review.)

c. Preparation of the school's annual budget and plan

The amount is yet to be determined. As of Monday, August 29, 2016, no funds have been specifically allocated from the district to support school improvement activities within the SIP. A total of \$84,000 from Title 1 has been allocated to provide support for students.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school received \$24,000 from SIG(a) for the purposes of implementing school improvement activities. These funds were utilized for salary for an additional month for two assistant principals to develop plans and interventions for the 2016-17 school year. In addition, the salary for the Core Leadership Team was also paid from these funds for the August 3-4, 2016, meeting. This meeting was used to develop a way-of-work for the 2016-17 school year.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mills, James	Principal
Moody, Cheryl	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase readership of non-fiction and complex text and implement the Core Reading Program with fidelity.

The Literacy Leadership Team will promote literacy within the school by:

- Engaging in regular, ongoing, literacy professional development
- Participating in Professional Learning Communities
- Using data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implementing the Comprehensive Core Reading Programs and scientifically based reading instruction and strategies with fidelity
- Participating in ongoing literacy dialogues with peers
- Creating and share project based learning activities designed to promote literacy
- Supporting and participating in classroom demonstrations and modeling of research-based reading strategies
- Reflecting on practices to improve instruction

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content and/or common grade-levels. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Teachers meet weekly in different professional learning centers including faculty meeting (first and third Monday of each month), subject-area meetings, team meetings and department meetings. It is highly encouraged for teachers to work together in order to plan and share collaborative lessons and activities as well as problem-solve student issues such as behavior and attendance. Currently, all teachers have common planning daily from 7:15 A.M. to 7:40 A.M. During the morning, PLC opportunities focus on professional development activities, teachers building rapport, fine-tuning high yield teaching strategies,

and creating project-based learning activities. Mondays are reserved for ELA, Tuesdays for math, Wednesdays for science, Thursdays for social studies, and Fridays for career and technical education.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Potential applicants formally enter the job pool via the district online application process which allows the administrative team to begin the screening and selection process for potential candidates prior to the interview.

The Personnel Department along with the Director, hosts a district-wide transfer day and recruitment which are followed up with an orientation workshop to formally welcome new hires, complete necessary induction forms/applications, register for and practice using district technology programs as they pertain to job performance.

At the building site, new hires are extended the courtesy of housing and community information if they are seeking to relocate within the vicinity of the school. Certification is also provided for those requiring temporary and/or permanent issuance of teaching certificates.

2. Newly hired and beginning teachers are assigned to grade-level and department teams as well as highly qualified and effective mentors in their subject-area departments to introduce procedures of the school and assist with academic planning/teaching, strategies/resources, and classroom management. The instructional coach and assistant principal will provide the data, instructional focus materials, and coaching/modeling/ training assistance as needed throughout the year. The administrative team provides assistance through professional development, routine observations (CWTs) and feedback, and the use of data to guide the overall instructional delivery and assessment process using the DA-CIMS model.

3. The district will improve opportunities for career and professional growth. After evaluations, teachers who have raised student achievement and obtained at least 65% learning gains will be given incentive pay as a reward.

4. School level administration and district-level administrators will provide ongoing, high-quality, job embedded professional development that is aligned with the school's instructional program and designed to ensure staff are equipped to facilitate effective teaching and learning.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Besides participation in the programs that the Gadsden district uses for mentoring --- the Florida's Professional Development Certification Program (PDCP) and Ed Training Center, new or beginning teachers are paired with mentor or peer teachers and/or the reading coach at the onset of being hired or assigned to the school. Pairings and planned activities are based mainly on the teacher's level of need and mentor's expertise and experience. Other reasons may include proximity to each other, shared planning time, and positive working relationship. The average mentor has a minimum of four or more years of successful teaching experience and holds a professional educator's certificate in the related subject area. The mentor teacher also serves as a leader in the school and is highly effective and highly qualified.

The professional development programs generally include: a support team to coordinate and support the professional development of the teacher; a peer mentor to offer face-to-face feedback and assistance throughout the learning experience; an assessor to provide guidance, assessment of program tasks and feedback (personnel department); a building-level administrator or designee to verify successful demonstration of all education competencies (teacher evaluation) and offer support throughout the program; competency-based tasks to provide in-depth acquisition of the Florida Educator Accomplished Practices; professional education test preparation to demonstrate knowledge of educational pedagogy; and a reading endorsement competency to demonstrate competency in reading methods and strategies. While the school relies heavily on the district to take the lead in the teacher induction program, one-on-one mentoring in lesson planning; classroom management strategies; individual student interventions; technical assistance with Skyward (student management system) and instructional software; data analysis for progress monitoring purposes; organizational skills and record keeping;

management of professional learning communities in-service activities; implementation of the Marzano Evaluation process; and an overview of the new Florida Standards and project based learning activities are provided. The school's objective is to help ensure that all new and beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth. We believe this leads to retention of the best and most effective teachers and reduces the stress of constantly retraining and recruiting educators year after year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

West Gadsden uses core instructional programs and materials that are adopted and supported by the District and aligned to the new Florida Standards. The school receives ongoing opportunities and trainings for unpacking the standards in both reading and mathematics. Unpacking the standard entails defining a learning target, designing a daily end product and planning a final, culminating end product. (A PBL plan is currently being developed by subject area teacher teams.) The instructional team also uses the Florida Standard Assessment test item specifications, CPALMS, district reading pacing guides, and district assessments (developed in Performance Matters) for additional alignment. CPALMS training was provided by their professional development team during pre-planning so that teachers would have readily available lessons, resources and activities. These tools aid in progress monitoring and assurance that the school adheres to the district's instructional goals. Additional time is spent in PLCs, learning how to implement the standards across the curriculum in all subject areas. Monitoring includes CWTs conducted by the administration and the district's ETO (Education Transformation Office). This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school's Core Leadership Team members also serve as part of the RtI team due to limited number of staff members available to perform the duties. Generally, the team meets as needed to discuss and manage school wide situations. Through the RTI process, all students in Tier 1 receive quality, research-based instruction, which is differentiated to meet their needs. Through periodic progress monitoring and data analysis struggling learners are identified and given additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and progress. At Tier 3, students receive individualized, intensive interventions that target their skill deficits for the remediation of existing problems and the prevention of more severe problems. In essence, the needs of all students are being addressed at some level, even if they are at the initial stage of awareness. The team feels that there is a great need to provide additional staff for ELL and ESE students.

The school reviews data throughout the year. District assessments are being administered three times this year to monitor progress and guide instruction in mathematics, English language arts,

social studies and science classes. The program specialist assigned to the school, along with the Student Study Team, scheduled ESE and 504 students and coordinated their schedules as needed with teachers who have been trained in inclusion teaching. Likewise, ELL students have been scheduled with teachers with ESOL training. All students have been mainstreamed to experience the full benefits of being able to learn with their peers. Supports including modeling, scaffolding, peer help, extended discussion, and the use of visual aids are often employed.

To further differentiate instruction, all middle grade students are scheduled in lab classes a minimum of two periods weekly to receive supplemental reading, mathematics, and/or science instruction on i-Ready and Edgenuity. All high school students are assigned lab time for: ELA instruction and intervention through the i-Collections Series; Algebra 1, Algebra 2; Geometry, and ACT prep on Edgenuity. All computer-based products and programs offered are aligned to Florida Standards.

To monitor progress, teachers submit progress reports to the administration highlighting their students' accomplishments and a solution or next step for making improvement. After the report cards are issued following each nine weeks grading period, teachers will be required to submit a progress monitoring report to show the current status as compared to the midterm. This initiative will support periodic data chats with both students and administration.

Finally, while the literacy team has not been fully implemented, the school's library and classrooms are print rich. There is an array of literacy choices and texts available to meet the needs of all readers' interests and Lexile measures. Resources to support instruction such as extensive classroom libraries, texts to support units of study, leveled books for small group instruction are available throughout the school site. Students have immediate access to all genres of materials.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 13,500

The District offers a 21st Century Communities Learning Center which will provide a range of high-quality services to support regular school-day academics and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g. homework assistance, reading, math, science, and technology programs), physical education and recreational activities, and dropout prevention. The program will also engage adult family members in actively participating with students through educational and personal development opportunities.

Strategy Rationale

The purpose of providing this program is to:

1. Connect to grade-level benchmarks, standards, and the school-day curriculum to increase achievement
2. Provide real-world activities that connect to the broader community
3. Provide effective tutoring and differentiated instruction for all skill levels
4. Integrate technology
5. Provide homework help
6. Plan activities that engage students and enhance skills across the curriculum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mills, James, millsj@gcpsmail.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The school will be tracking grades each nine weeks of students participating in the after school program to determine if students' grades have improved. District assessment progress monitoring scores will also be used to determine gains in reading and mathematics.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Prior to the new school year beginning, the middle school counselor along with a team goes to the incoming elementary schools and discusses being prepared for the middle school experience. Core academic and elective courses including meeting the requirements for the student progression plan are explained as students develop their three year plans. Information for participation in extra-curricular activities, especially sports sanctioned by the FHSAA is covered. Fieldtrips are later coordinated with feeder elementary schools for tours of the school campus so the students can become familiar with their new surroundings.

For returning students---rising 7th through 12th graders, a registration drive is held to prepare for the upcoming year. Student transcripts and graduation plans are reviewed to ensure that they remain on

track academically. New term schedules are then built and issued to all students prior to summer break. During the pre-planning week in August, the guidance counselors and administration facilitate its first "Back to School" open house event for all new and returning students. Students and their family members have the opportunity to tour the campus; meet new teachers and staff; complete student data forms; review the district student code of conduct; create and sign compacts; visit classroom; view bus routes; and participate in an informational assembly for first day logistics. This time students and their parents have the opportunity to ask questions, seek help, and share pertinent information that may prove helpful such as physical limitations and medical histories. Teachers get to share their course syllabi and class expectations for a successful year.

The administration also highly encourages students and parents to attend high school information nights offered throughout the year to keep parents abreast of school information and new policy changes regarding assessments and graduation requirements. Throughout the year, each guidance counselor is responsible for meeting individually and collectively with students and parents as needed to provide college, career, and life readiness skills.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

In accordance with Florida Statutes, students in grade 8th are enrolled in M/J United States History & Career Planning to meet the middle grades promotion requirements. The current CareerShines career planning program will be used to satisfy the above requirement as it is Internet-based, it is customizable to each student and contains research-based assessments to assist with education and career goals. The Career and Education Planning course will result in a completed personalized academic and career plan for each student; emphasize the importance of entrepreneurship skills, technology, or the application of technology in career fields.

Through the FloridaShines career planning program, students will discover their interests, values, and skills; explore their college or career options; and plan their future through portfolio and resume' building. Upon completion of students' eighth grade year, students will create an ePEP (electronic Personal Education Plan) account on the FloridaShines website. Students, with their counselor's assistance, will select a graduation plan---career, college or standard; diploma type---standard or certificate of completion; graduation track---3 year/18 credits or 4 year/24 credits; and career cluster.

For all other students, the counselors meet occasionally with them to monitor individual's occupational and academic future and modify their plans if there are updates to be made to previous selected options. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post-secondary educational opportunities. For students with IEPs, accommodations have been written to incorporate academic and career planning as well as to guide course selection based on their needs, interests and strengths. All students, including those on a college track, are encouraged to pursuit a CTE path and take and pass corresponding certification examinations prior to graduation. Students are also given the opportunity to be dual-enrolled at Gadsden Technical Institute and Pat Thomas Law Enforcement Academy. They may pursue vocations in carpentry, business and technology, welding, nursing, drafting and design, nail technology, cosmetology and barbering, culinary arts, small engine repairs, automotive mechanics technology, and plumbing.

For students pursuing college-ready diplomas, taking the PERT, SAT, and ACT are strongly suggested to be eligible to attend Tallahassee Community College upon entering the tenth or eleventh grade and for achieving a score that allows entry in to a post-secondary institution of choice. The district's response to assisting the school with their endeavors includes transportation, textbook purchases, distance learning accommodations, dual-enrollment, and tuition. While the district has an

agreement with TCC, the school also has a partnership that has been built through that relationship. This allows for dialogues regarding students' performance and pending registrations or probations. Students that enroll during their tenth grade year may earn an associates degree upon graduation from high school.

The school also has a partnership with FSU College of Medicine through the SSTRIDE program. Its concentration is on students who are interested in pursuing careers in the medical field. Students in grade eight will take a biology course this year taught by SSTRIDE instructors. They will also have a mentor teacher to assist with tutoring, their assignments and projects. Field trips and campus visits will also be included in preparation of career and college readiness. Students will earn a credit in biology upon successful completion.

Students enrolled in GTI's (Gadsden Technical Institute) programs may earn their certificates within three months to one year. They may continue their training at TCC, Lively Vocational Technical School, or Keiser College. The district also shares a partnership with Keiser College that allows high school junior to pursue their interests in culinary arts, criminal justice, and informational technology.

To further assist students in their pursuit of college and career decisions, the school and district host College and Career Fairs with attendees from across the state of Florida. Guests include public and private colleges and universities, the armed forces, state and federal businesses, and local organizations. Guest presenters are also invited to speak to audiences ranging from classroom-size to the whole school.

Lastly, student progress is monitored not only through district assessments, but through monthly data chats (more often if needed). The Principal requires teachers to provide progress monitoring data twice during the grading period to ensure that they are not waiting too long to address issues that can be addressed immediately. The key to instruction is mastery and to not allow students to fail without intervention. Once a student starts falling behind, a team including the administration, will conduct data chats with students and provide possible assistance to improve performance within the next grading period to ensure success at each grade level in order to graduate on time. Students are also scheduled in remediation/intensive classes in order to improve their state assessments scores to Achievement Level 3 or higher. Students who are at a level 2 are targeted for extra support with the resource teacher. Administration and the counselor meet with students in grades 11-12 to take a college entrance exam such as the SAT or ACT. Students who are still lacking the required score will be pulled in order to ensure they are taking every opportunity possible to earn the score they need for graduation and post-secondary school. Other partners include FSU CROP for middle school students, TCC Talent Search for high school students and Gadsden Schools 21st CCLC for all grade levels 6-12.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

West Gadsden High School offers the following CTE programs and courses:

Program: Agritechnology (8106800)
Career Cluster: Agriculture, Food, and Natural Resources
Courses:
-Agriscience Foundations 1 (8106810)
-Agritechnology 1 (8106820)
-Agritechnology (8106830)

***Middle-school students are able to complete the following courses:
-Introduction to Agriscience (8100120)
-Orientation to Agriscience (8100310)

-Fundamentals of Agriculture, Food, and Natural Resources Services (8021400)

***Middle-school students completing the middle-school program of study below are able to complete the AGSPACE Certification for GIS Beginners digital tool certification examination, which is sanctioned by DigitalQuest, Inc. The AGSPACE Certification for GIS Beginners is a CAPE approved geospatial certification that meets the needs of Middle Schools wanting to offer the Florida CAPE Digital Tool Certificate. A certification designed for Florida's Agriculture, Food, & Natural Resources Students at the middle school level that gives students basic knowledge in geospatial skills in the context and application of agriculture. Through geospatial technology certification students are measured against multidisciplinary skills that utilize digital mapping and visual presentation skills, word processing, database/spreadsheets and database queries. Further, content specific questions measure and quantify a student's ability to use these technologies in agricultural and environmental settings.

***Students completing the Agritechnology program are able to complete the Agriculture Technician industry certification examination, which is sanctioned by Agriculture Education Services and Technology, Inc. The Agriculture Technician is trained in Agricultural safety Environmental resource conservation and management, Plant growth and reproduction; including fertilization, irrigation and pest control, Animal systems and livestock management; including health and reproduction, Agricultural machinery and facility maintenance and operations, Agribusiness marketing and finance concepts and Mathematics and physical science skills.

Program: Digital Media/Multimedia Design (8201200)
Career Cluster: Arts, A/V Technology and Communication
Courses:

- Digital Media/Multimedia Foundations 1 (8201210)
- Digital Media/Multimedia Foundations 2 (8201220)
- Digital Media/Multimedia Foundations 3 (8201230)
- Digital Media/Multimedia Foundations 4 (8201240)
- Digital Media/Multimedia Foundations 5 (8201250)
- Digital Media/Multimedia Foundations 6 (8201260)
- Digital Media/Multimedia Foundations 7 (8201270)

***Middle-school students are able to complete the following courses:

- Information and Communications Technology (ICT) Essentials 1 (9009110)
- Information and Communications Technology (ICT) Essentials 2 (9099120)
- Introduction to Information Technology (8207310)

***Middle-school students are able to complete industry certifications, including Microsoft Office Specialist (MOS) Bundle Certification (3 out of 6 - Word, Excel, PowerPoint, Access, Outlook).

***Students completing the Digital Media/Multimedia Design program are able to complete various industry certification examinations, which are all sanctioned by Adobe Systems. A list of industry certifications by course is listed below.

1) Digital Media/Multimedia Foundations 1: Adobe Certified Associate (ACA) - Photoshop (Creative Cloud)

This certification is a credential that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Photoshop enables users to animate video frames, paint and clone over multiple video frames, and import and export video files in a wide range of formats, engaging user experiences that create more accurate composites.

2) Digital Media/Multimedia Foundations 2: Adobe Certified Associate (ACA) - InDesign

The Adobe Certified Associate (ACA) certification in InDesign, is aimed at those who plan careers as professional designers, printers, advertisers, or publishers. Adobe InDesign certification sets the

industry standard in desktop publishing for print and digital page layout. Offering pixel-perfect control over design and typography, designers can create professional page layouts for print or digital media. With so many powerful features, Adobe certified staff tend to be more skilled in their use of InDesign than their non-certified peers.

3)Digital Media/Multimedia Foundations 3: Adobe Certified Associate (ACA) - Illustrator

Adobe Certified Associate Illustrator is a powerful and versatile tool for creating illustrations, logos and graphics for print and the Web. Using vector software, you can produce detailed and scalable art for almost any application. This course will teach you how to create and maintain a broad range of graphic types for purposes such as web sites, corporate stationery, newsletters and advertising banners. Understanding the ins and outs of Adobe Illustrator will give you the creative edge when it comes to producing interesting and original graphic compositions.

4)Digital Media/Multimedia Foundations 4: Adobe Certified Associate (ACA) - Dreamweaver

This certification is a credential that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Dreamweaver is the industry leading web development tool, enabling users to efficiently design, develop, and maintain standards-based web sites and applications.

5)Digital Media/Multimedia Foundations 5: Adobe Certified Associate (ACA) - Flash

This certification is a credential that validates entry-level skills needed to plan, design, build, and maintain effective communications by using different forms of digital media. Flash enables users to integrate animation, video, text, audio and graphics into engaging user experiences that span a wide variety of digital devices, from desktops to mobile phones.

6)Digital Media/Multimedia Foundations 6: Adobe Certified Associate (ACA) - Premiere Pro

The Adobe Certified Associate (ACA) certification allows you to demonstrate proficiency in Adobe digital communications tools. Become a Certified Associate and stand apart from your peers, boost your confidence, and expand your career opportunities.

7)Digital Media/Multimedia Foundations 7: Adobe Certified Expert (Premiere Pro)

As a Certified Adobe Expert (Specialist), this certification recognizes an individual's knowledge in the Adobe Premiere Pro product- Setting up Projects; Capturing Media; Editing; Working with Audio; Creating DVDs, etc.

Program: Culinary Arts (8800500)

Career Cluster: Hospitality and Tourism

Courses:

-Culinary Arts 1 (8800510)

-Culinary Arts 2 (8800520)

-Culinary Arts 3 (8800530)

-Culinary Arts 4 (8800540)

***Students completing the Culinary Arts program are able to complete the Certified Food Protection Manager (ServSafe) industry certification examination, which is sanctioned by the National Restaurant Association Educational Foundation. Florida Statute 509.039 requires certification of all food service managers who are responsible for the storage, preparation, display, or serving foods to the public. ServSafe training covers critical principles including personal hygiene, cross contamination, time and temperature, receiving and storage, food safety management systems, training hourly employees, sanitation, the flow of food through the operation, and sanitary facilities and pest management.

***Once students have completed the Certified Food Protection Manager (ServSafe) industry certification, they have the option of completing the National ProStart Certificate of Achievement, which is also sanctioned by the National Restaurant Association Educational Foundation. The National Restaurant Association Educational Foundation (NRAEF) certification programs offer a professional credential achieved through completion of an in-depth course of study in the areas identified as crucial to performing a job. This may also include on-the job experience related to the

course of study.

Program: Public Safety
Career Cluster: Law, Public Safety & Security
Courses:

-This program is undergoing changes during the 2015-16 school year.

***Seniors and graduates completing these courses usually enroll in Pat Thomas Law Enforcement Academy and earn their certifications as dispatchers, armed and unarmed security officers, or correctional officers.

Program: Finance (8815100)
Career Cluster: Finance
Courses:

-Introduction to Information Technology (8207310)
-Accounting Applications 1 (8203310)
-Financial Operations (8815110)
-Persona Financial Planning (8815120)

***Students completing the Finance program are able to complete the Quickbooks Certified User industry certification examination, which is sanctioned by Intuit. The QuickBooks Certified User Program is designed for people who use QuickBooks in their day-to-day job. This includes bookkeepers, office managers and owners. The program is intended to broaden, deepen and verify your knowledge of QuickBooks Financial Software (Pro, Premier, and Enterprise editions) through training and testing. For more information, visit <http://www.realworldtraining.com>.

***Middle-school students completing the middle-school program of study below are able to complete the Microsoft Office Specialist: Microsoft Office Word and Microsoft Office Specialist: Microsoft Office Excel CAPE Digital Tool Certificates, which are sanctioned by Microsoft Corporation. A Microsoft Office Specialist (MOS) certification helps validate proficiency in using Microsoft Office 2010/2013 and meets the demand for the most up-to-date skills on the latest Microsoft technologies. Candidates who pass a certification exam show that they can meet globally recognized performance standards. Students are also eligible to complete the Microsoft Office Outlook, Microsoft Office PowerPoint, Microsoft Office Access, and Microsoft Office SharePoint certification examination. Once students have completed three of the six certifications, he or she qualifies for the Microsoft Office Specialist (MOS) Bundle Certification (3 of 6).

Program: Horticulture Science and Services (8121600)
Career Cluster: Agriculture, Food and Natural Resources
Courses:

-Agriscience Foundations 1 (8106810)
-Introductory Horticulture 2 (8121510)
-Horticulture Science 3 (8121520)
-Horticulture Science and Services 4 (8121610)
-Horticulture Science and Services 5 (8121620)
-Horticulture Science and Services 6 (8121630)

***Middle-school students are able to complete the following courses:

-Introduction to Agriscience (8100120)
-Orientation to Agriscience (8100310)
-Fundamentals of Agriculture, Food, and Natural Resources Services (8021400)

***Students completing the Horticulture Science and Services program are able to complete the

Certified Horticulture Professional industry certification examination, which is sanctioned by the Florida Nursery Growers and Landscape Association. The Florida Nursery, Growers & Landscape Association (FNGLA) Certified Horticulture Professional (FCHP) program is the industry's only standard for measuring horticulture knowledge on everything from plant and pest identification to landscape management. FCHP promotes professionalism among horticulture professionals, including nursery, greenhouse, landscape and retail garden center employees. The FCHP certification exam emphasizes general plant/soil sciences, pest/plant identification techniques, and plant usage/management in the landscape.

***Middle-school students completing the middle-school program of study below are able to complete the AGSPACE Certification for GIS Beginners digital tool certification examination, which is sanctioned by DigitalQuest, Inc. The AGSPACE Certification for GIS Beginners is a CAPE approved geospatial certification that meets the needs of Middle Schools wanting to offer the Florida CAPE Digital Tool Certificate. A certification designed for Florida's Agriculture, Food, & Natural Resources Students at the middle school level that gives students basic knowledge in geospatial skills in the context and application of agriculture. Through geospatial technology certification students are measured against multidisciplinary skills that utilize digital mapping and visual presentation skills, word processing, database/spreadsheets and database queries. Further, content specific questions measure and quantify a student's ability to use these technologies in agricultural and environmental settings.

Program: Early Childhood Education (8405100)

Career Cluster: Education and Training

Courses:

-Early Childhood Education 1 NEW (8405110)

-Early Childhood Education 2 NEW (8405120)

-Early Childhood Education 3 NEW (8405130)

-Early Childhood Education 4 NEW (8405140)

***Students completing the Early Childhood Education program are able to complete the Child Development Associate (CDA) industry certification examination, which is sanctioned by the Council for Professional Recognition. A Child Development Associate (CDA) is an individual who has successfully completed the CDA assessment process and has been awarded the CDA credential. CDA's are able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional, and intellectual growth in a child development framework. For more information, visit <http://www.cdacouncil.org>.

***Students who complete the full program are also eligible for the Early Childhood Professional Certificate (ECPC), which is sanctioned by the Florida Department of Children and Families. Students must meet all requirements listed ECPC Program Guidelines, including being age 18.

Program: Engineering Pathways (9400300)

Career Cluster: Engineering and Technology Education

Courses:

-Introduction to Engineering Design (8600550)

-Principles of Engineering (8600520)

-Digital Electronics (8600530)

-Computer Integrated Manufacturing (8600560)

-Engineering Design and Development (8600650)

***Students completing the Engineering Pathways program are able to complete the Certified LabVIEW Associate Development (CLAD) industry certification examination, which is sanctioned by National Instruments Corporation. The Associate Developer- is the first step in the certification

process for professionals; entry level certification for students; and represents a broad and complete understanding of the core features of the NI products. This certification is designed for professionals and students who wish to demonstrate: a foundational proficiency in the use of NI products and technologies for test and measurement applications; and technical growth in the use of NI products and technologies for their job functions or projects.

***Once students complete the Certified LabVIEW Associate Development (CLAD) industry certification, they can complete the Autodesk Certified User - AutoCAD industry certification examination, which is sanctioned by Autodesk. Autodesk Certified User Program is for Entry Level Job Skills. This certification measures one's knowledge of this product. AutoCAD software allows an individual to design, visualize, and document their ideas clearly and efficiently. Autodesk has one goal: increasing productivity.

***Middle-school students completing the middle-school program of study below are able to complete the ICT - Gaming Essentials and ICT - Programming & Logic Essentials CAPE Digital Tool Certificates, both of which are sanctioned by Certification Partners. The ICT - Gaming Essentials digital certificate focuses on the fundamentals of interactive computer game creation, including design process, criteria and constraint identification, content research, storyboard creation, program flow modeling, program code creation, and result evaluation and modification practices. The ICT - Programming & Logic Essentials digital certificate focuses on the basics of programming languages, including Boolean concepts, truth tables, logic, program structure, pseudo-code, iterative statements and syntax rules.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

West Gadsden High offers eight (8) career and technical education programs. These programs have been organized as programs of study attached to articulated credit with local post-secondary institutions as well as industry certifications. Students receive counseling in order to select the appropriate program as well as the correct course sequence to take.

The high school counselor and assistant principal have been involved with having students plan for post-secondary participation which begins with the entrance of new students into ninth grade. WGHS supports students and parents by placing an emphasis on the following indicators:

- Focus on improving and maintaining reading and mathematics achievement scores
- Counseling to take college preparatory math and science courses as well as meeting foreign language requirements
- Florida Gold Seal Vocational Scholarship and Bright Futures Scholarship
- Counseling to enroll in college dual enrollment courses while in high school
- Increase the number of students who may qualify for college dual enrollment courses
- Counseling to take college placement exams such as PERT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on post-secondary options
- Focus on getting more students to use CareerShines as planning tool for college and technical school enrollment
- Increased utilization of Gadsden Technical Institute's dual enrollment program as a stepping stone to other post-secondary programs upon graduation

Additionally, the following strategies are being used for improving student readiness for the public post-secondary level:

(1) Maximizing dual-enrollment recruitment efforts by having more 9th graders prepared to take the PERT, maintain their grade point averages, and be aware of the opportunities/take advantage of earning a two year degree prior to high school graduation.

- (2) Hosting Career/College fair or exposition on campus; invite all students in grades 6-12.
- (3) Administering the PSAT to all 10th graders; provide fee waivers for all eligible 11th-12th graders to take the ACT.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

West Gadsden High begins this process by providing a school wide focus on improving our reading achievement scores. Students are expected to use the close reading strategy and respond by citing text evidence in all classrooms. Students at the secondary levels, who are not at proficiency, are given intensive or critical thinking courses that focus on both English Language Arts and Mathematics standards. While we did not have a significant percentage of students enrolled in TCC's dual enrollment program last year, we have increased from three to five and have an additional five students prepared for the spring semester. Students are scheduled to enroll via our distance learning program---a partnership made possible by PAEC. Earlier this year, the guidance counselors coordinated a college/career fair with several universities and post-secondary institutions for our students and will plan another for the spring. All 11th and 12th graders who are not graduation-ready are being encouraged to use fee waivers and take college placement exams. Also, all students are offered the opportunity to earn industry certifications in Microsoft Office Suite and ServSafe as well as complete three sequential courses in business or the culinary arts.

As a priority, individual meetings with juniors and seniors are scheduled to assist with applying for the ACT and SAT. Once the scores are posted for the second semester, the priority will be to increase the number the students attending a post-secondary institution by assisting them with the application process and/or the financial aid process. The counselors, senior sponsors, and university financial advisors will hold parent/student meetings to assist in the FAFSA application process.

WGHS will also be working with the district's Parent Services Department and the district's graduation coach to improve student readiness for the post-secondary level. If students have not meet the requirements for graduation due to the FCAT 2.0 Reading or FSA ELA, then they will be tutored and provided interventions to take the ACT or SAT for a concordant score. The graduation coach assists students with registering for the ACT and SAT. Monthly meetings will be held at the district level from January through July and monthly reports of student results will be shared with the Principals, Superintendent, Deputy Superintendent and Counselors to plan next steps for increasing graduation rates for all high schools in Gadsden and for post-secondary participation.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials. 1a

G076290

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	30.0
ELA/Reading Lowest 25% Gains	65.0
Algebra I FSA EOC Pass Rate	30.0
Math Lowest 25% Gains	65.0
FSA Mathematics - Achievement	30.0
Algebra II EOC Pass Rate	30.0
Geometry EOC Pass Rate	30.0
Bio I EOC Pass	45.0
FCAT 2.0 Science Proficiency	35.0
U.S. History EOC Pass	34.0
4-Year Grad Rate (Standard Diploma)	75.0
CTE Industry Certification Exam Passing Rate	100.0
Civics EOC Pass	37.0

Targeted Barriers to Achieving the Goal 3

- Need for a school that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.
- Need for a school that has resources and provides services in all classrooms that support its purpose and direction to ensure success for all students.
- Need for a school that implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Resources Available to Support the Goal 2

- Capital City Youth Services
- DISC Village, Inc.
- Vocational Rehabilitation
- FSU CROP
- FSU CARE
- FAMU Educational Talent Search
- TCC Educational Talent Search
- Education Transformation Office (ETO)
- USF PS/Rtl Project
- School Psychologist
- School Social Worker

- Exceptional Student Education (ESE) Department
- Gadsden County Sheriff's Office
- Barkley Security Agency
- Herff Jones (Brad Maxwell)
- Curriculum Associates (iReady/Florida Ready)
- Edgenuity (Greg Guy)
- FSU SSTRIDE
- Teen Court
- AMI Kids
- Vision Quest
- Gadsden County Department of Health
- Camelot Community Care
- Apalachee Center, Inc.

Plan to Monitor Progress Toward G1. 8

Teacher performance on elements from Domain 1 of the Marzano Art and Science of Teaching Framework will be monitored for improvement throughout the 2016-17 school year.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observation data from throughout the school year will be collected through Observation 360 and will be monitored to evaluate improvements from Domain 1 of the Marzano Art and Science of Teaching Framework.

Plan to Monitor Progress Toward G1. 8

Summative data from the FCAT 2.0, FSA, EOCs, graduation rate, and CTE exams will be collected at the end of the 2016-17 school year to monitor progress toward the SMART goals outlined in Step 1.

Person Responsible

James Mills

Schedule

On 6/30/2017

Evidence of Completion

Graduation rate; FCAT 2.0, FSA, and EOC data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials.

1

G076290

G1.B1 Need for a school that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices. 2

B199600

G1.B1.S1 The school will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust. 4

S211286

Strategy Rationale

The staff will be committed to the school, receive strong professional development, and work together to improve the school.

Action Step 1 5

Subject-area teams will meet twice a month to participate in Professional Learning Communities (PLCs) related to topics identified as high-yield in increasing student achievement.

Person Responsible

James Mills

Schedule

Biweekly, from 8/22/2016 to 8/26/2016

Evidence of Completion

PLC agendas, sign-in sheets, and minutes

Action Step 2 5

The master schedule will reflect common planning daily for all teachers in all subjects for the purpose of collaborating, planning, and supporting colleagues.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 8/25/2017

Evidence of Completion

2016-17 Master Schedule

Action Step 3 5

Interim, progress monitoring, and summative data will be provided to all teachers for the purpose of identifying and implementing Tier 1, Tier 2, and Tier 3 academic interventions for students.

Person Responsible

Cheryl Moody

Schedule

Monthly, from 8/15/2016 to 8/25/2017

Evidence of Completion

Data reports from iReady, Edgenuity, and Performance Matters

Action Step 4 5

A mentoring program for new teachers and teachers new to West Gadsden High School will be developed and implemented.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Mentoring Program Guide, meeting schedule, agendas, sign-in sheets

Action Step 5 5

Teachers will attend professional development sessions on teacher planning days and during other opportunities throughout the year related to topics identified through a teacher survey.

Person Responsible

Cheryl Moody

Schedule

Monthly, from 8/15/2016 to 6/30/2017

Evidence of Completion

Teacher Needs Assessment, Professional Development Calendar, agendas, sign-in sheets, ePDC records, follow-up activities

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The administrative team will attend and participate in Professional Learning Community (PLC) meetings to ensure topics are being discussed.

Person Responsible

James Mills

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

PLC agendas, sign-in sheets, and products

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The administrative team will monitor access and use of data from iReady, Performance Matters, and Edgenuity to ensure teachers are using data to develop Tier 1, Tier 2, and Tier 3 interventions.

Person Responsible

James Mills

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Access logs, lesson plans showing interventions created from data within iReady, Performance Matters, and/or Edgenuity

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The administrative team will ensure that mentors and mentees are meeting on a monthly basis to implement the teacher induction program.

Person Responsible

James Mills

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Agendas and sign-in sheets from mentor/mentee meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The administrative team will ensure that all teachers participate in professional development sessions relevant to individual and collective teaching assignments, adding attendance information in the ePDC.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/22/2016 to 6/30/2017

Evidence of Completion

Professional development agendas and sign-in sheets; ePDC feedback and assignments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom observation data on teachers will be collected and analyzed quarterly through Observation 360 to evaluate effectiveness of the strategy.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Observation 360 data from Domain 1 of the Marzano Art and Science of Teaching Framework

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student assessment data will be collected through iReady, Performance Matters, and Edgenuity to measure learning gains following the implementation of interventions.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student data from iReady (middle school reading and mathematics); Edgenuity (high school reading and mathematics); Performance Matters (science and social studies)

G1.B1.S2 The school will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity. 4

S211287

Strategy Rationale

Classes will be academically demanding and engage students by emphasizing the application of knowledge.

Action Step 1 5

The amount of assessments will be reduced to ensure ample time for teaching and learning. Assessments that are given will be aligned to standards and developed curriculum pacing guides.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

School assessment calendar

Action Step 2 5

Edgenuity will be used to support students seeking credit acceleration and/or recovery. Also, Edgenuity will be used to support hybrid courses to enable students to have exposure in a blended learning environment.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 6/30/2017

Evidence of Completion

Edgenuity enrollment records

Action Step 3 5

The school will work in tandem with the district's 21st Century Community Learning Center program to further enhance reading, mathematics, and enrichment opportunities.

Person Responsible

Cheryl Moody

Schedule

On 7/28/2017

Evidence of Completion

Lesson plans, after-school rosters, site visit reports

Action Step 4 5

All teachers will implement a standards-based approach to teaching and learning, utilizing a gradual release of responsibility model for lesson planning and delivery.

Person Responsible

Cheryl Moody

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans; classroom observations

Action Step 5 5

Teachers will use district-developed curriculum guides to guide instruction.

Person Responsible

Cheryl Moody

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

District-developed curriculum guides

Action Step 6 5

Career and technical programs will be expanded to include criminal justice, culinary arts, horticulture science and services, agritechnology, finance, early childhood education, and digital media/multimedia design. Additionally, extensive counseling regarding CTE opportunities through Gadsden Technical Institute and Tallahassee Community College will be provided.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

2016-17 WGHS Program of Study; counseling visits; public relations literature

Action Step 7 5

Additional focus will be placed on counseling students regarding dual enrollment opportunities through Tallahassee Community College and Florida Agricultural and Mechanical University.

Person Responsible

Cheryl Moody

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Counseling visits; PERT/ACT/SAT records

Action Step 8 5

Students will be exposed to daily opportunities for remediation and enrichment through both in-class and lab activities for reading and/or mathematics using iReady (6-8) and Edgenuity (9-12).

Person Responsible

Cheryl Moody

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson plans; lab schedules; iReady/Edgenuity usage reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The administrative team and instructional coach will monitor the implementation of district-developed curriculum guides.

Person Responsible

Cheryl Moody

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observations will be conducted to evaluate implementation of the district-developed curriculum guides

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Edgenuity enrollment and performance reports will be monitored to ensure implementation for credit recovery and acceleration.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Edgenuity enrollment and performance reports

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The administrative team and instructional coach will monitor the use of iReady and Edgenuity for remediation/enrichment in reading and mathematics.

Person Responsible

Cheryl Moody

Schedule

Weekly, from 8/15/2016 to 8/15/2016

Evidence of Completion

iReady and Edgenuity usage reports and growth charts

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Enrollment records for each career and technical education program will be tracked for increases in enrollment.

Person Responsible

James Mills

Schedule

Annually, from 8/15/2016 to 5/26/2017

Evidence of Completion

CTE course records

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom observation data from Domain 1 of the Marzano Art and Science of Teaching Framework will be collected through Observation 360 on a weekly basis to evaluate progress throughout the 2016-17 school year.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Progress monitoring data will be collected and analyzed from iReady, Performance Matters, and Edgenuity to evaluate improvements in reading, mathematics, science, and social studies throughout the 2016-17 school year.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Performance data from career and technical education industry certification examinations will be collected to monitor the effectiveness of instruction in each program.

Person Responsible

James Mills

Schedule

Annually, from 8/15/2016 to 5/26/2017

Evidence of Completion

CTE industry certification exam results

G1.B2 Need for a school that has resources and provides services in all classrooms that support its purpose and direction to ensure success for all students. 2

B199601

G1.B2.S1 The school will support involved families through outreach to parents, the connection of human and social resources in the community, and building teacher-parent trust. 4

S211288

Strategy Rationale

The entire school staff will build strong relationships with families and communities to support learning.

Action Step 1 5

The principal will establish an open door policy to encourage parents and community members to share ideas, concerns, and commendations regarding the operation and improvement of the school.

Person Responsible

James Mills

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

Principal's Letter to Parents and Community Members

Action Step 2 5

Monthly School Advisory Council meetings will be held both at the school and in the community to promote increased engagement among stakeholders.

Person Responsible

James Mills

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

School Advisory Council meeting announcements in newspapers, website, and marquee

Action Step 3 5

Teachers will update attendance in Skyward daily and grades weekly as a means to communicate student progress with parents and guardians.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Skyward attendance and grade records

Action Step 4 5

Parent meetings related to the following topics will be held throughout the school year to promote engagement with the school: Making Mathematics Come Alive at Home; Household Science; College Financial Aid; Reading at Home; How to Use iReady and Edgenuity; and Bullying and Harassment.

Person Responsible

James Mills

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Parent meeting agendas; sign-in sheets; materials; announcements in newspapers, website, and marquee

Action Step 5 5

Parents and community members will be asked to serve on hiring committees for faculty and staff in an effort to develop relationships and communicate the process for how teachers and staff are selected.

Person Responsible

James Mills

Schedule

Annually, from 1/4/2016 to 6/30/2017

Evidence of Completion

Interview schedules; interview questions and responses; recommendation sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The administrative team will monitor the frequency of attendance and grade updates made within the Skyward system.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Skyward attendance and grade records

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The administrative team will track student and parent attendance at quarterly parent meetings.

Person Responsible

James Mills

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent meeting agendas and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Parent surveys will show an increase in teacher-parent trust and communication.

Person Responsible

James Mills

Schedule

Semiannually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent survey results

G1.B2.S2 The school will build a supportive environment by focusing on safety, academic personalism, academic press, peer support for academic work, and student-teacher trust. 4

S211289

Strategy Rationale

The school will be safe and orderly, teachers will have high expectations for students, and students will be supported by their teachers and peers.

Action Step 1 5

The administrative team will follow the district's Student Code of Conduct to ensure consistency and implement alternatives to suspension to the extent possible to create a safe and orderly environment for teaching and learning.

Person Responsible

Rocky Pace

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline records; counseling notes

Action Step 2 5

Both guidance counselors will develop a comprehensive guidance plan modeled after that of the Florida Department of Education to ensure students have support in academic, social, mental, and physical aspects of the educational experience.

Person Responsible

Cheryl Moody

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Comprehensive Guidance Plan

Action Step 3 5

The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out programs in an effort to support students as they move from secondary to post-secondary educational settings.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Meeting schedules; agendas; sign-in sheets; program websites

Action Step 4 5

The school will implement a Positive Behavior Support (PBS) program where students with no unexcused absences, no behavioral referrals, and only one unexcused tardy within the last five (5) days will be granted access to the weekly activity period, which will take place on Friday afternoons for 40 minutes.

Person Responsible

Rocky Pace

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Weekly attendance and behavior records

Action Step 5 5

Each career and technical education program will fully implement a corresponding career and technical student organization (CTSO) for the purposes of community involvement and career development.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

CTSO calendar of events; public relations announcements

Action Step 6 5

A comprehensive school climate survey will be administered to teachers, students, and parents to gauge the effectiveness of the school and its programs. Results will be used with the school improvement planning process for ongoing improvements.

Person Responsible

James Mills

Schedule

Annually, from 1/2/2017 to 3/31/2017

Evidence of Completion

School climate survey results

Action Step 7 5

All teachers will implement a rigorous and equitable curriculum that exposes students to instruction that effectively prepares them to master standards. As part of this curriculum, high expectations, as well as opportunities for remediation, enrichment, and cooperative learning, will be present.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

2016-17 Program of Study; lesson plans; classroom observations; iReady and Edgenuity progress monitoring data

Action Step 8 5

The school will implement a multi-tiered system (MTSS) of supports that includes a robust response to intervention (Rtl), focusing heavily on Tier 1 and Tier 2 instructional and behavioral approaches during the 2016-17 school year.

Person Responsible

James Mills

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans; classroom observations; teacher anecdotal records; child study team findings; guidance referrals; attendance letters

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrative team will monitor discipline records each month to track incidents and suspensions.

Person Responsible

Rocky Pace

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline records

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrative team will track students who are rewarded through the Positive Behavior Support (PBS) program on a weekly basis, specifically examining attendance and discipline.

Person Responsible

Rocky Pace

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PBS rosters

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrative team and instructional coach will monitor students participating in interventions on a monthly basis through usage reports in iReady and Edgenuity.

Person Responsible

Cheryl Moody

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Usage and performance reports from iReady and Edgenuity

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrative team will conduct weekly classroom observations to examine components in Domain 1 of the Marzano Art and Science of Teaching Framework.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Through Core Leadership Team meetings each week, the administrative team and instructional coach will share classroom observation data from Observation 360 to track improvements in teaching and learning.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Through Core Leadership Team meetings once per month, the administrative team and instructional coach will analyze progress monitoring data from iReady, Edgenuity, and Performance Matters for improvements in reading, mathematics, science, and social studies.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Through Core Leadership Team meetings once per month, the administrative team and instructional coach will analyze attendance and discipline data for improvements outlined in the school's PBS plan.

Person Responsible

Rocky Pace

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Attendance and discipline data

G1.B3 Need for a school that implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. 2

B199602

G1.B3.S1 The school will facilitate effective leadership through the development of principal instructional leadership, program coherence, teacher influence, and teacher-principal trust. 4

S211290

Strategy Rationale

The principal will work with teachers to implement a clear and strategic vision for school success.

Action Step 1 5

A Core Leadership Team consisting of administrators, staff, and department heads will meet monthly to discuss strategies for school improvement, monitoring fidelity of implementations, and making decisions for next steps.

Person Responsible

James Mills

Schedule

Monthly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Weekly Core Leadership Team agendas, sign-in sheets, minutes

Action Step 2 5

The principal will actively cultivate an environment where everyone's voice can be heard, respected, and considered in making decisions. The principal will also establish an open door policy for all employees.

Person Responsible

James Mills

Schedule

Daily, from 8/4/2016 to 6/2/2017

Evidence of Completion

Staff survey results

Action Step 3 5

A comprehensive program of study will be developed through input by administrators, teachers, and staff in an effort to solidify a coherent program of study for students.

Person Responsible

James Mills

Schedule

Annually, from 8/4/2016 to 6/2/2017

Evidence of Completion

2016-17 Program of Study

Action Step 4 5

Administrators will participate in weekly departmental meetings to provide support and demonstrate servant leadership.

Person Responsible

James Mills

Schedule

Weekly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Departmental meeting agendas; sign-in sheets; minutes

Action Step 5 5

The principal will use Observation 360 to provide clear, focused feedback on teaching and learning through the Marzano Art and Science of Teaching Framework. When necessary, pre-conferences and post-conferences will be held to discuss look-fors and summaries of observations.

Person Responsible

James Mills

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Pre- and post-conference documentation; Observation 360 data

Action Step 6 5

Teachers will be surveyed regarding the professional development they deem relevant to improving their instructional craft. These results, along with data from statewide, standardized assessments, will be used to develop a comprehensive professional development calendar.

Person Responsible

James Mills

Schedule

Annually, from 8/4/2016 to 6/2/2017

Evidence of Completion

Professional Development Calendar; survey results

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administrative team will monitor agendas, sign-in sheets, and minutes from the weekly Core Leadership Team meetings.

Person Responsible

James Mills

Schedule

Weekly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Core Leadership Team agendas, sign-in sheets, and minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administrative team and instructional coach will monitor agendas, sign-in sheets, and minutes from monthly departmental meetings.

Person Responsible

James Mills

Schedule

Biweekly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Departmental meeting agendas, sign-in sheets, and minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Classroom observations will be monitored through Observation 360 to provide feedback to teachers on Domain 1 elements of the Marzano Art and Science of Teaching Framework.

Person Responsible

James Mills

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers will demonstrate improvement on the elements of Domain 1 of Marzano's Art and Science of Teaching Framework throughout the 2016-17 school year.

Person Responsible

James Mills

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observation data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Professional development from teacher surveys and classroom observation data will be provided as a means for continuous school improvement.

Person Responsible

James Mills

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

Survey results, classroom observation data, and professional development calendar

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.B2.S1.A5 A263472	Parents and community members will be asked to serve on hiring committees for faculty and staff in...	Mills, James	1/4/2016	Interview schedules; interview questions and responses; recommendation sheets	6/30/2017 annually
G1.B2.S1.A2 A263469	Monthly School Advisory Council meetings will be held both at the school and in the community to...	Mills, James	7/1/2016	School Advisory Council meeting announcements in newspapers, website, and marquee	6/30/2017 monthly
G1.B2.S1.A1 A263468	The principal will establish an open door policy to encourage parents and community members to...	Mills, James	7/1/2016	Principal's Letter to Parents and Community Members	6/30/2017 daily
G1.B3.S1.A4 A263484	Administrators will participate in weekly departmental meetings to provide support and demonstrate...	Mills, James	8/4/2016	Departmental meeting agendas; sign-in sheets; minutes	6/2/2017 weekly
G1.B3.S1.MA1 M255142	The administrative team will monitor agendas, sign-in sheets, and minutes from the weekly Core...	Mills, James	8/4/2016	Core Leadership Team agendas, sign-in sheets, and minutes	6/2/2017 weekly
G1.B3.S1.MA2 M255143	The administrative team and instructional coach will monitor agendas, sign-in sheets, and minutes...	Mills, James	8/4/2016	Departmental meeting agendas, sign-in sheets, and minutes	6/2/2017 biweekly
G1.B3.S1.A6 A263486	Teachers will be surveyed regarding the professional development they deem relevant to improving...	Mills, James	8/4/2016	Professional Development Calendar; survey results	6/2/2017 annually
G1.B3.S1.A2 A263482	The principal will actively cultivate an environment where everyone's voice can be heard,...	Mills, James	8/4/2016	Staff survey results	6/2/2017 daily
G1.B3.S1.A1 A263481	A Core Leadership Team consisting of administrators, staff, and department heads will meet monthly...	Mills, James	8/4/2016	Weekly Core Leadership Team agendas, sign-in sheets, minutes	6/2/2017 monthly
G1.B3.S1.A3 A263483	A comprehensive program of study will be developed through input by administrators, teachers, and...	Mills, James	8/4/2016	2016-17 Program of Study	6/2/2017 annually
G1.B1.S2.MA3 M255128	The administrative team and instructional coach will monitor the use of iReady and Edgenuity for...	Moody, Cheryl	8/15/2016	iReady and Edgenuity usage reports and growth charts	8/15/2016 weekly
G1.B1.S2.MA6 M255123	Progress monitoring data will be collected and analyzed from iReady, Performance Matters, and...	Moody, Cheryl	8/15/2016	Progress monitoring data	5/26/2017 quarterly
G1.B1.S2.MA1 M255125	The administrative team and instructional coach will monitor the implementation of...	Moody, Cheryl	8/15/2016	Classroom observations will be conducted to evaluate implementation of the district-developed curriculum guides	5/26/2017 weekly
G1.B1.S2.MA8 M255124	Performance data from career and technical education industry certification examinations will be...	Mills, James	8/15/2016	CTE industry certification exam results	5/26/2017 annually
G1.B1.S1.A4 A263456	A mentoring program for new teachers and teachers new to West Gadsden High School will be developed...	Mills, James	8/15/2016	Mentoring Program Guide, meeting schedule, agendas, sign-in sheets	5/26/2017 monthly
G1.B1.S2.MA1 M255122	Classroom observation data from Domain 1 of the Marzano Art and Science of Teaching Framework will...	Mills, James	8/15/2016	Classroom observation data	5/26/2017 weekly
G1.B1.S2.MA2 M255126	Edgenuity enrollment and performance reports will be monitored to ensure implementation for credit...	Mills, James	8/15/2016	Edgenuity enrollment and performance reports	5/26/2017 monthly
G1.B1.S2.MA4 M255129	Enrollment records for each career and technical education program will be tracked for increases in...	Mills, James	8/15/2016	CTE course records	5/26/2017 annually








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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3 A263470	Teachers will update attendance in Skyward daily and grades weekly as a means to communicate...	Mills, James	8/15/2016	Skyward attendance and grade records	5/26/2017 daily
G1.B2.S1.A4 A263471	Parent meetings related to the following topics will be held throughout the school year to promote...	Mills, James	8/15/2016	Parent meeting agendas; sign-in sheets; materials; announcements in newspapers, website, and marquee	5/26/2017 quarterly
G1.B1.S2.A1 A263459	The amount of assessments will be reduced to ensure ample time for teaching and learning....	Mills, James	8/15/2016	School assessment calendar	5/26/2017 monthly
G1.B1.S2.A4 A263463	All teachers will implement a standards-based approach to teaching and learning, utilizing a...	Moody, Cheryl	8/15/2016	Lesson plans; classroom observations	5/26/2017 daily
G1.B1.S2.A5 A263464	Teachers will use district-developed curriculum guides to guide instruction.	Moody, Cheryl	8/15/2016	District-developed curriculum guides	5/26/2017 daily
G1.B1.S2.A6 A263465	Career and technical programs will be expanded to include criminal justice, culinary arts,...	Mills, James	8/15/2016	2016-17 WGHS Program of Study; counseling visits; public relations literature	5/26/2017 monthly
G1.B1.S1.MA6 M255117	Student assessment data will be collected through iReady, Performance Matters, and Edgenuity to...	Moody, Cheryl	8/15/2016	Student data from iReady (middle school reading and mathematics); Edgenuity (high school reading and mathematics); Performance Matters (science and social studies)	5/26/2017 quarterly
G1.B1.S1.MA1 M255116	Classroom observation data on teachers will be collected and analyzed quarterly through Observation...	Mills, James	8/15/2016	Observation 360 data from Domain 1 of the Marzano Art and Science of Teaching Framework	5/26/2017 monthly
G1.B1.S2.A7 A263466	Additional focus will be placed on counseling students regarding dual enrollment opportunities...	Moody, Cheryl	8/15/2016	Counseling visits; PERT/ACT/SAT records	5/26/2017 monthly
G1.MA1 M255145	Teacher performance on elements from Domain 1 of the Marzano Art and Science of Teaching Framework...	Mills, James	8/15/2016	Classroom observation data from throughout the school year will be collected through Observation 360 and will be monitored to evaluate improvements from Domain 1 of the Marzano Art and Science of Teaching Framework.	5/26/2017 monthly
G1.B2.S1.MA2 M255132	The administrative team will track student and parent attendance at quarterly parent meetings.	Mills, James	8/15/2016	Parent meeting agendas and sign-in sheets	6/2/2017 quarterly
G1.B3.S1.MA5 M255141	Professional development from teacher surveys and classroom observation data will be provided as a...	Mills, James	8/15/2016	Survey results, classroom observation data, and professional development calendar	6/2/2017 annually
G1.B3.S1.A5 A263485	The principal will use Observation 360 to provide clear, focused feedback on teaching and learning...	Mills, James	8/15/2016	Pre- and post-conference documentation; Observation 360 data	6/2/2017 monthly
G1.B3.S1.MA1 M255140	Teachers will demonstrate improvement on the elements of Domain 1 of Marzano's Art and Science of...	Mills, James	8/15/2016	Classroom observation data	6/2/2017 annually
G1.B3.S1.MA3 M255144	Classroom observations will be monitored through Observation 360 to provide feedback to teachers on...	Mills, James	8/15/2016	Classroom observation data	6/2/2017 weekly
G1.B2.S1.MA1 M255131	The administrative team will monitor the frequency of attendance and grade updates made within the...	Mills, James	8/15/2016	Skyward attendance and grade records	6/2/2017 weekly
G1.B2.S1.MA1 M255130	Parent surveys will show an increase in teacher-parent trust and communication.	Mills, James	8/15/2016	Parent survey results	6/2/2017 semiannually
G1.B2.S2.A7 A263479	All teachers will implement a rigorous and equitable curriculum that exposes students to...	Mills, James	8/15/2016	2016-17 Program of Study; lesson plans; classroom observations; iReady and Edgenuity progress monitoring data	6/2/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A5 A263477	Each career and technical education program will fully implement a corresponding career and...	Mills, James	8/15/2016	CTSO calendar of events; public relations announcements	6/2/2017 monthly
G1.B2.S2.A4 A263476	The school will implement a Positive Behavior Support (PBS) program where students with no...	Pace, Rocky	8/15/2016	Weekly attendance and behavior records	6/2/2017 weekly
G1.B2.S2.A3 A263475	The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out...	Mills, James	8/15/2016	Meeting schedules; agendas; sign-in sheets; program websites	6/2/2017 monthly
G1.B2.S2.A2 A263474	Both guidance counselors will develop a comprehensive guidance plan modeled after that of the...	Moody, Cheryl	8/15/2016	Comprehensive Guidance Plan	6/2/2017 annually
G1.B2.S2.A1 A263473	The administrative team will follow the district's Student Code of Conduct to ensure consistency...	Pace, Rocky	8/15/2016	Discipline records; counseling notes	6/2/2017 daily
G1.B2.S2.MA4 M255139	The administrative team will conduct weekly classroom observations to examine components in Domain...	Mills, James	8/15/2016	Classroom observation data	6/2/2017 weekly
G1.B2.S2.MA3 M255138	The administrative team and instructional coach will monitor students participating in...	Moody, Cheryl	8/15/2016	Usage and performance reports from iReady and Edgenuity	6/2/2017 monthly
G1.B2.S2.MA2 M255137	The administrative team will track students who are rewarded through the Positive Behavior Support...	Pace, Rocky	8/15/2016	PBS rosters	6/2/2017 weekly
G1.B2.S2.MA1 M255136	The administrative team will monitor discipline records each month to track incidents and...	Pace, Rocky	8/15/2016	Discipline records	6/2/2017 monthly
G1.B2.S2.MA6 M255134	Through Core Leadership Team meetings once per month, the administrative team and instructional...	Mills, James	8/15/2016	Progress monitoring data	6/2/2017 monthly
G1.B2.S2.MA7 M255135	Through Core Leadership Team meetings once per month, the administrative team and instructional...	Pace, Rocky	8/15/2016	Attendance and discipline data	6/2/2017 monthly
G1.B2.S2.MA1 M255133	Through Core Leadership Team meetings each week, the administrative team and instructional coach...	Mills, James	8/15/2016	Classroom observation data	6/2/2017 weekly
G1.B2.S2.A8 A263480	The school will implement a multi-tiered system (MTSS) of supports that includes a robust response...	Mills, James	8/15/2016	Lesson plans; classroom observations; teacher anecdotal records; child study team findings; guidance referrals; attendance letters	6/2/2017 daily
G1.B1.S2.A2 A263461	Edgenuity will be used to support students seeking credit acceleration and/or recovery. Also,...	Mills, James	8/15/2016	Edgenuity enrollment records	6/30/2017 daily
G1.B1.S1.A5 A263458	Teachers will attend professional development sessions on teacher planning days and during other...	Moody, Cheryl	8/15/2016	Teacher Needs Assessment, Professional Development Calendar, agendas, sign-in sheets, ePDC records, follow-up activities	6/30/2017 monthly
G1.B1.S2.A3 A263462	The school will work in tandem with the district's 21st Century Community Learning Center program...	Moody, Cheryl	8/15/2016	Lesson plans, after-school rosters, site visit reports	7/28/2017 one-time
G1.B1.S1.A3 A263455	Interim, progress monitoring, and summative data will be provided to all teachers for the purpose...	Moody, Cheryl	8/15/2016	Data reports from iReady, Edgenuity, and Performance Matters	8/25/2017 monthly
G1.B1.S1.A2 A263454	The master schedule will reflect common planning daily for all teachers in all subjects for the...	Mills, James	8/15/2016	2016-17 Master Schedule	8/25/2017 daily
G1.B1.S1.A1 A263453	Subject-area teams will meet twice a month to participate in Professional Learning Communities...	Mills, James	8/22/2016	PLC agendas, sign-in sheets, and minutes	8/26/2016 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA4  M255120	The administrative team will ensure that mentors and mentees are meeting on a monthly basis to...	Mills, James	8/22/2016	Agendas and sign-in sheets from mentor/mentee meetings	5/26/2017 monthly
G1.B1.S1.MA1  M255118	The administrative team will attend and participate in Professional Learning Community (PLC)...	Mills, James	8/22/2016	PLC agendas, sign-in sheets, and products	5/26/2017 weekly
G1.B1.S2.A8  A263467	Students will be exposed to daily opportunities for remediation and enrichment through both...	Moody, Cheryl	8/22/2016	Lesson plans; lab schedules; iReady/Edgenuity usage reports	5/26/2017 daily
G1.B1.S1.MA5  M255121	The administrative team will ensure that all teachers participate in professional development...	Moody, Cheryl	8/22/2016	Professional development agendas and sign-in sheets; ePDC feedback and assignments	6/30/2017 quarterly
G1.B1.S1.MA3  M255119	The administrative team will monitor access and use of data from iReady, Performance Matters, and...	Mills, James	8/29/2016	Access logs, lesson plans showing interventions created from data within iReady, Performance Matters, and/or Edgenuity	5/26/2017 weekly
2017					
G1.B2.S2.A6  A263478	A comprehensive school climate survey will be administered to teachers, students, and parents to...	Mills, James	1/2/2017	School climate survey results	3/31/2017 annually
G1.MA2  M255146	Summative data from the FCAT 2.0, FSA, EOCs, graduation rate, and CTE exams will be collected at...	Mills, James	6/30/2017	Graduation rate; FCAT 2.0, FSA, and EOC data	6/30/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials.

G1.B1 Need for a school that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.

G1.B1.S1 The school will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust.

PD Opportunity 1

A mentoring program for new teachers and teachers new to West Gadsden High School will be developed and implemented.

Facilitator

Cheryl Moody

Participants

New teachers and teachers new to West Gadsden High School

Schedule

Monthly, from 8/15/2016 to 5/26/2017

PD Opportunity 2

Teachers will attend professional development sessions on teacher planning days and during other opportunities throughout the year related to topics identified through a teacher survey.

Facilitator

Educational Transformation Office

Participants

All teachers in all subject areas

Schedule

Monthly, from 8/15/2016 to 6/30/2017

G1.B1.S2 The school will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity.

PD Opportunity 1

Edgenuity will be used to support students seeking credit acceleration and/or recovery. Also, Edgenuity will be used to support hybrid courses to enable students to have exposure in a blended learning environment.

Facilitator

Edgenuity

Participants

Administrators, faculty, and staff of WGHS

Schedule

Daily, from 8/15/2016 to 6/30/2017

G1.B3 Need for a school that implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

G1.B3.S1 The school will facilitate effective leadership through the development of principal instructional leadership, program coherence, teacher influence, and teacher-principal trust.

PD Opportunity 1

The principal will use Observation 360 to provide clear, focused feedback on teaching and learning through the Marzano Art and Science of Teaching Framework. When necessary, pre-conferences and post-conferences will be held to discuss look-fors and summaries of observations.

Facilitator

James Mills

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials.

G1.B1 Need for a school that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.

G1.B1.S1 The school will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust.

TA Opportunity 1

Interim, progress monitoring, and summative data will be provided to all teachers for the purpose of identifying and implementing Tier 1, Tier 2, and Tier 3 academic interventions for students.

Facilitator

Shannon Williams

Participants

All teachers in ELA, mathematics, science, and social studies

Schedule

Monthly, from 8/15/2016 to 8/25/2017

G1.B1.S2 The school will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity.

TA Opportunity 1

All teachers will implement a standards-based approach to teaching and learning, utilizing a gradual release of responsibility model for lesson planning and delivery.

Facilitator

Shannon Williams

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/26/2017

TA Opportunity 2

Teachers will use district-developed curriculum guides to guide instruction.

Facilitator

Shannon Williams

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/26/2017

G1.B2 Need for a school that has resources and provides services in all classrooms that support its purpose and direction to ensure success for all students.

G1.B2.S1 The school will support involved families through outreach to parents, the connection of human and social resources in the community, and building teacher-parent trust.

TA Opportunity 1

Teachers will update attendance in Skyward daily and grades weekly as a means to communicate student progress with parents and guardians.

Facilitator

Michelle Taylor

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 5/26/2017

VII. Budget

Budget Data

1	G1.B1.S1.A1	Subject-area teams will meet twice a month to participate in Professional Learning Communities (PLCs) related to topics identified as high-yield in increasing student achievement.	\$0.00
2	G1.B1.S1.A2	The master schedule will reflect common planning daily for all teachers in all subjects for the purpose of collaborating, planning, and supporting colleagues.	\$0.00
3	G1.B1.S1.A3	Interim, progress monitoring, and summative data will be provided to all teachers for the purpose of identifying and implementing Tier 1, Tier 2, and Tier 3 academic interventions for students.	\$0.00

Budget Data

4	G1.B1.S1.A4	A mentoring program for new teachers and teachers new to West Gadsden High School will be developed and implemented.	\$0.00
5	G1.B1.S1.A5	Teachers will attend professional development sessions on teacher planning days and during other opportunities throughout the year related to topics identified through a teacher survey.	\$0.00
6	G1.B1.S2.A1	The amount of assessments will be reduced to ensure ample time for teaching and learning. Assessments that are given will be aligned to standards and developed curriculum pacing guides.	\$0.00
7	G1.B1.S2.A2	Edgenuity will be used to support students seeking credit acceleration and/or recovery. Also, Edgenuity will be used to support hybrid courses to enable students to have exposure in a blended learning environment.	\$0.00
8	G1.B1.S2.A3	The school will work in tandem with the district's 21st Century Community Learning Center program to further enhance reading, mathematics, and enrichment opportunities.	\$0.00
9	G1.B1.S2.A4	All teachers will implement a standards-based approach to teaching and learning, utilizing a gradual release of responsibility model for lesson planning and delivery.	\$0.00
10	G1.B1.S2.A5	Teachers will use district-developed curriculum guides to guide instruction.	\$0.00
11	G1.B1.S2.A6	Career and technical programs will be expanded to include criminal justice, culinary arts, horticulture science and services, agritechology, finance, early childhood education, and digital media/multimedia design. Additionally, extensive counseling regarding CTE opportunities through Gadsden Technical Institute and Tallahassee Community College will be provided.	\$0.00
12	G1.B1.S2.A7	Additional focus will be placed on counseling students regarding dual enrollment opportunities through Tallahassee Community College and Florida Agricultural and Mechanical University.	\$0.00
13	G1.B1.S2.A8	Students will be exposed to daily opportunities for remediation and enrichment through both in-class and lab activities for reading and/or mathematics using iReady (6-8) and Edgenuity (9-12).	\$0.00
14	G1.B2.S1.A1	The principal will establish an open door policy to encourage parents and community members to share ideas, concerns, and commendations regarding the operation and improvement of the school.	\$0.00
15	G1.B2.S1.A2	Monthly School Advisory Council meetings will be held both at the school and in the community to promote increased engagement among stakeholders.	\$0.00
16	G1.B2.S1.A3	Teachers will update attendance in Skyward daily and grades weekly as a means to communicate student progress with parents and guardians.	\$0.00
17	G1.B2.S1.A4	Parent meetings related to the following topics will be held throughout the school year to promote engagement with the school: Making Mathematics Come Alive at Home; Household Science; College Financial Aid; Reading at Home; How to Use iReady and Edgenuity; and Bullying and Harassment.	\$0.00
18	G1.B2.S1.A5	Parents and community members will be asked to serve on hiring committees for faculty and staff in an effort to develop relationships and communicate the process for how teachers and staff are selected.	\$0.00

Budget Data

19	G1.B2.S2.A1	The administrative team will follow the district's Student Code of Conduct to ensure consistency and implement alternatives to suspension to the extent possible to create a safe and orderly environment for teaching and learning.	\$0.00
20	G1.B2.S2.A2	Both guidance counselors will develop a comprehensive guidance plan modeled after that of the Florida Department of Education to ensure students have support in academic, social, mental, and physical aspects of the educational experience.	\$0.00
21	G1.B2.S2.A3	The school will partner with TCC, FAMU, and FSU to implement talent search and college reach out programs in an effort to support students as they move from secondary to post-secondary educational settings.	\$0.00
22	G1.B2.S2.A4	The school will implement a Positive Behavior Support (PBS) program where students with no unexcused absences, no behavioral referrals, and only one unexcused tardy within the last five (5) days will be granted access to the weekly activity period, which will take place on Friday afternoons for 40 minutes.	\$0.00
23	G1.B2.S2.A5	Each career and technical education program will fully implement a corresponding career and technical student organization (CTSO) for the purposes of community involvement and career development.	\$0.00
24	G1.B2.S2.A6	A comprehensive school climate survey will be administered to teachers, students, and parents to gauge the effectiveness of the school and its programs. Results will be used with the school improvement planning process for ongoing improvements.	\$0.00
25	G1.B2.S2.A7	All teachers will implement a rigorous and equitable curriculum that exposes students to instruction that effectively prepares them to master standards. As part of this curriculum, high expectations, as well as opportunities for remediation, enrichment, and cooperative learning, will be present.	\$0.00
26	G1.B2.S2.A8	The school will implement a multi-tiered system (MTSS) of supports that includes a robust response to intervention (RtI), focusing heavily on Tier 1 and Tier 2 instructional and behavioral approaches during the 2016-17 school year.	\$0.00
27	G1.B3.S1.A1	A Core Leadership Team consisting of administrators, staff, and department heads will meet monthly to discuss strategies for school improvement, monitoring fidelity of implementations, and making decisions for next steps.	\$0.00
28	G1.B3.S1.A2	The principal will actively cultivate an environment where everyone's voice can be heard, respected, and considered in making decisions. The principal will also establish an open door policy for all employees.	\$0.00
29	G1.B3.S1.A3	A comprehensive program of study will be developed through input by administrators, teachers, and staff in an effort to solidify a coherent program of study for students.	\$0.00
30	G1.B3.S1.A4	Administrators will participate in weekly departmental meetings to provide support and demonstrate servant leadership.	\$0.00
31	G1.B3.S1.A5	The principal will use Observation 360 to provide clear, focused feedback on teaching and learning through the Marzano Art and Science of Teaching Framework. When necessary, pre-conferences and post-conferences will be held to discuss look-fors and summaries of observations.	\$0.00
32	G1.B3.S1.A6	Teachers will be surveyed regarding the professional development they deem relevant to improving their instructional craft. These results, along with data from statewide,	\$0.00

Budget Data

		standardized assessments, will be used to develop a comprehensive professional development calendar.	
			Total: \$0.00

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10p



DATE OF SCHOOL BOARD MEETING: **October 25, 2016**

TITLE OF AGENDA ITEM: **Approval of SAC Roster & Meetings**

DIVISION: **Gadsden County Parent Services**

 This is a CONTINUATION of a current project, grant, etc...

PURPOSE AND SUMMARY OF ITEM:

Parent Services is requesting Board approval for the 2016–17 SAC Roster & Meetings.

FUND SOURCE: **N/A**

AMOUNT: **N/A**

PREPARED BY: **Sherrie Taylor**

POSITION: **Coordinator Parent Services**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: 1

CHAIRMAN'S SIGNATURE: 1

REVIEWED BY: _____

2016 OCT 11 AM 10:49
GADSDEN COUNTY SCHOOLS
SCHOOL BOARD



**CARTER PARRAMORE ACADEMY
SCHOOL ADVISORY COUNCIL
631 South Stewart Street
Quincy, Florida 32351
(850) 627-6030**

Mr. Keith Dowdell
Principal

Rev. Tony Hannah
Chairman

Minutes of 10/06/16

The meeting of the Carter-Parramore Academy School Advisory Council was called to order at 8:30 a.m. on Thursday, October 06, 2016 by Rev. Tony Hannah with an inspirational moment.

Principal Dowdell provided council with a copy of the Proposed School Improvement Plan and the Restructuring Plan for the Drop-Out Prevention Program. Principal Dowdell explained both hand-outs in depth and open the floor for questions and comments. It was motion by Mrs. Battles and seconded by Mrs. Frison to accept the Proposed School Improvement Plan and give Principal Dowdell authorization to submit the Plan with necessary corrections. The motion was unanimously approved.

Principal Dowdell asked council to review the Restructuring Plan for the Program as it will be further discussed at another time.

Rev. Hannah advised council that officers needed to be elected. It was motion by Mrs. Frison and seconded by Mrs. Battles to retain the previous officers and asked that they serve for the 2016-2017 school term. The motion was unanimously approved and they are as follows:

President, Rev. Tony Hannah
Vice-President, Rev. Hazeim Smith
Secretary, Ms. Whitney Branch
Parliamentarian, Rev. Ardella Frison

Rev. Hannah asked council their desire for regular meeting dates and time. Council consented to meet on the 2nd Wednesday of each month at 8:30 a.m.

Mr. Flowers suggested council fight this year for improvements to the facility and stated that the School Board should be held accountable.

Ms. Evelyn Rollins was introduced to the council and asked to become a member. It was motion by Mrs. Battles and seconded by Mr. Flowers to accept Ms. Rollins as a member of the School Advisory Council. The motion was unanimously approved.

Rev. Hannah thanked everyone for coming out.

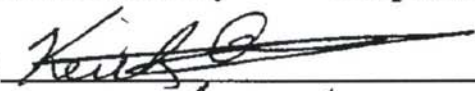
The meeting was adjourned at 9:35 a.m.

A handwritten signature in black ink, appearing to read "Heidi", with a long horizontal flourish extending to the right.

Gadsden County School Advisory Council Membership Roster

School Year 2016-2017

School: Carter-Parramore Academy Telephone # (850) 627-6030

Principal's Signature  Date 10/10/16

SAC Chairperson's Signature  Date 10/11/16

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Tony Hannah	P.O. Box 481 Quincy, FL 32353	875-2810	M	B	Community	Elected
Rick Soskis	270 Small Pond Road Havana, FL 32333	567-0984	M	W	Community	Elected
Charles Flowers	799 Friday Road Quincy, FL 32352	766-2883	M	B	Community	Elected
Emanuel Sapp	P.O. Box Quincy, FL	508-2447	M	B	Community	Elected
Arrie Battles	919 Hardin Street Quincy, FL 32351	570-1296	F	B	Community	Elected
Avonette Henry	635 S. Cleveland St. Quincy, FL 32351	662-4934	F	B	Parent	Elected
Hakim Smith	231 S.E. 5 th Street Quincy, FL 32351	539-6814	M	B	Business	Elected
Shereka Hutley	631 S. Stewart St. Quincy, FL 32351	627-6030	F	B	Behav. Spec.	Elected
Whitney Branch	631 S. Stewart St. Quincy, FL 32351	627-6030	F	B	Instructor	Elected
Angela Phillips	10586 Cleveland Street Quincy, FL 32351	510-9120	F	H	Parent	Elected
Dorothy Woods	35 MLK Quincy, FL 32351	627-9651	F	B	Parent	Elected
Evelyn Rollins	P.O. Box 688 Gretna, FL 32332	856-5520	F	B	Parent	Elected
Ardella Frison	330 Holt Lane Quincy, FL 32352	241-4786	F	B	Parent	Elected
Yesenia Quintero	133 Beulah Street Quincy, FL 32351	956-408 -1734	F	H	Parent	Elected
Princess Pride	P.O. Box 1963	879-1210	F	B	Parent	Elected

Rev. Dan Mackey	728 Rice Road Chattahoochee 32324	688-4052	M	B	Parent	Elected
Catherine Washington	35 Lake Gretna Ave. Gretna, FL 32332	296-5407	M	B	Parent	Elected
Tonya Green	65 Monroe Creek Dr. Midway, FL 32332	661-4038	F	B	Parent	Elected
Veronica Ortega	P.O. Box 305 Gretna, FL 32332	661-5156	M	H	Parent	Elected
Keith Dowdell	631 S. Stewart Street Quincy, FL 32351	627-6030	M	B	Principal	Staff

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10q



DATE OF SCHOOL BOARD MEETING: **October 25, 2016**

TITLE OF AGENDA ITEM: **Approval of SAC Roster & Meetings**

DIVISION: **Gadsden County Parent Services**

 This is a CONTINUATION of a current project, grant, etc...

PURPOSE AND SUMMARY OF ITEM:

Parent Services is requesting Board approval for the 2016–17 SAC Roster & Meetings.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: **Sherrie Taylor**

POSITION: **Coordinator Parent Services**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: 1

CHAIRMAN'S SIGNATURE: 1

REVIEWED BY: _____

2016 OCT 11 AM 10:48
GADSDEN COUNTY SCHOOLS
OFFICE OF THE SUPERINTENDENT
1000 W. GADSDEN ST.
GADSDEN, GA 39303



CHATTAHOOCHEE ELEMENTARY SCHOOL

335 MAPLE STREET
CHATTAHOOCHEE, FL 32324
(850) 662-2080
FAX (850) 663-2236

Valencia Denson
Principal

October 4, 2016

School Advisory Council (SAC) 1st Meeting 8:30 a.m.

- I. Call to Order**
- II. Election of Officers**
 - a. President- Shirley Kennedy**
 - b. Vice President-**
 - c. Secretary-**
- III. Promotion Criteria**
- IV. Funds Account - \$195.00**
- V. Fundraiser (Yard Sale)**
- VI. Other items for discussion**



CHATTAHOOCHEE ELEMENTARY SCHOOL

335 MAPLE STREET
CHATTAHOOCHEE, FL 32324
(850) 662-2080
FAX (850) 663-2236

Valencia Denson
Principal

School Advisory Council Minutes

October 4, 2016

The meeting was called to order by Ms. Shirley Kennedy at 8:30 am

Ms. Valencia Denson, Principal welcomed all staff, faculty, parents and guests.

Old Business:

1. There was no old business for discussion.

New Business:

1. **Election of Officers-** A nomination was made by Ola Blue for Christopher Moultry to be Vice Chairperson and was second by Brianna Smith. The committee voted unanimously and Mr. Moultry was declared the new Vice Chairperson. A motion was also made by Ola Blue for Eurika Grubbs to be the Secretary and Michael Grubbs second the motion. There was a vote and she was unanimously elected.
2. **Promotion Criteria-** Promotion criteria was distributed to all parents in attendance.
3. **SAC Fundraisers-** Ms. Kennedy presented different fundraiser ideas that she had gather from the Quincy meeting at Parent Services from last year. The group decided to host a "Talent Show" (Nov. 2nd) and a raffle drawing (Tablet) for their first two fundraisers in the month of November. The cost of both fundraisers is \$1.00 each. These funds will be used for student and staff recognitions..

Other items for discussion

1. No other concerns at this time.

The meeting ended at 9:30am. Our next meeting will be December 6, 2016 at 8:30a.m.

Chattahoochee Elementary School
School Advisory Council Meeting
October 4, 2016
8:30a.m.

Marilyn McLendon	
Meryl Carter-Jackson	
Brianna Smith	
Buerly McElroy	
Jacorie Brown	
MICHAEL & EURIKA GRUBBS	
Chris Moultry	
Shymikia Dera	
Valencia Dera	
Kena Nelson	

School Advisory Council Membership Roster

School Year 2016-2017 School Chattahoochee Elementary School
 Telephone # 850-662-2080

Principal Signature Valencia Denson Date 10/7/16

SAC Chairperson's Signature Shirley Kennedy Date 10/07/16

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Isadora Mendoza	159 Smith Lane Chattahoochee, FL 32324	850-663-2142	F	H	Parent	Vote
Flora Williams	2468 Lincoln Drive Chattahoochee, FL 32324	850-933-6828	F	B	Parent	Vote
Shirley Kennedy	PO Box 704 Chattahoochee, FL 32324	850-879-2993	F	B	Chairperson	Vote
Steven Elder	111 Corrairie Road Chattahoochee, FL 32324	850-524-7190	M	B	Parent	Vote
Valencia Denson	335 Maple St. Chattahoochee, FL 32324	850-662-2080	F	B	Principal	Vote
Rena Nelson	335 Maple St. Chattahoochee, FL 32324	850-662-2080	F	B	Teacher	Vote
Cheryl Jackson	414 West St. Chattahoochee, FL 32324	850-296-4146	F	B	Parent	Vote
Christopher Moultry	21 E. Marion Street Chattahoochee, FL 32324	850-509-0487	M	B	Parent/Comm Leader	Vote
Evelyn Raines	PO Box 634 Sneads, FL 32460	850-491-2490	F	B	Grandparent	Vote
Michael Grubbs	424 Line Street Apt. A1 Chattahoochee, FL 32324	850-251-2114	M	B	Parent	Vote
Ola Blue	222 Line Street Chattahoochee, FL 32324	850-663-2748	F	B	Parent	Vote
Brianna Smith	851 Maple Street Apt. A1 Chattahoochee, FL 32324	850-408-9020	F	B	Parent	Vote
Beverly McElvy	400 Calloway Street Chattahoochee, Florida	850-702-8100	F	B	Parent	Vote
Eurika Grubbs	424 Line Street Apt. A1 Chattahoochee, FL 32324	850-251-2114	M	B	Parent	Vote

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10r



DATE OF SCHOOL BOARD MEETING: **October 25, 2016**

TITLE OF AGENDA ITEM: **Approval of SAC Roster & Meetings**

DIVISION: **Gadsden County Parent Services**

 This is a CONTINUATION of a current project, grant, etc...

PURPOSE AND SUMMARY OF ITEM:

Parent Services is requesting Board approval for the 2016–17 SAC Roster & Meetings.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Sherrie Taylor

POSITION: Coordinator Parent Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: 1

CHAIRMAN'S SIGNATURE: 1

REVIEWED BY: _____

2016 OCT 11 AM 10:48
GADSDEN COUNTY SCHOOLS
SCHOOL BOARD



September 27, 2016

Title 1 Meeting Minutes

The meeting was called to order at 6:00.

Nekeshia Harris, the curriculum consultant, discussed with parents Title 1 in regards to its purpose, parents' rights, and the school's obligations. Futhermore, Ms. Harris discussed with parents the various ways in which they could support the school and their child in order to increase student achievement.

The meeting continued with Ms. Harris discussing the FSA and the school's grade. She compared the test to FCAT to show that the FSA's level of complexity far outweighs that of FCAT. She shared with parents that progress monitoring was done with each child using the iReady Diagnostic and Curriculum program to get an indication of their strengths and weaknesses, and that this data would be used to drive instruction.

Finally, Ms. Harris asked each parent to read and sign the Teacher-Student-Parent Compact. She further encouraged them to support their students, teachers and school through positive parental involvement.

Following the presentation, refreshments were served.

School Advisory Council Roster

School Year: 2016-2017

Date: 10/07/2016

Telephone #: 850-662-1240

Principal: Traneisha Galloway

SAC Chairperson: Brenda Holt

Name	Address	Phone	Sex	Race	Position	Method of Selection
Brenda Holt	P.O. Box 935	850-510-9162	F	B	Chairperson	Assigned
Tyesha Pete	915 7 th Street Quincy, FL 32351	850-627-9789	F	B	Parent	Voted
Lafayette Carroll	219 Tillman Road Quincy, FL 32351	850-627-6693	F	B	Parent	Voted
Evelyn Cantero	585 Kever Lane Quincy, FL 32351		F	H	Parent	Voted
Erica Jordan	67 Gray Road	850-510-3032	F	B	Teacher	Assigned
Johnny Beamon	92 Sparkleberry Blvd South	850-556-3556	M	B	Paraprofessional	Assigned

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10s



DATE OF SCHOOL BOARD MEETING: **October 25, 2016**

TITLE OF AGENDA ITEM: **Approval of SAC Roster & Meetings**

DIVISION: **Gadsden County Parent Services**

 This is a CONTINUATION of a current project, grant, etc...

PURPOSE AND SUMMARY OF ITEM:

Parent Services is requesting Board approval for the 2016–17 SAC Roster & Meetings.

FUND SOURCE: **N/A**

AMOUNT: **N/A**

PREPARED BY: **Sherrie Taylor**

POSITION: **Coordinator Parent Services**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: 1

CHAIRMAN'S SIGNATURE: 1

REVIEWED BY: _____

2016 OCT 11 AM 10:48
GADSDEN COUNTY SCHOOLS
SCHOOL BOARD



GEORGE W. MUNROE ELEMENTARY SCHOOL

"Where Excellence with Caring is the Standard"

1830 W. King Street • Quincy, FL 32351
Telephone: (850) 875-8800 Fax: (850) 875-8805

<http://www.gwmes.gcps.k12.fl.us>

Rebecca H. Gaines

Principal



Germaine Brown
Assistant Principal

Tisa Jones
Assistant Principal

SCHOOL ADVISORY COUNCIL MEETING

Monday, September 12, 2016

AGENDA:

- I. Greetings/Introduction
- II. GWMES Mission & Vision Overview
- III. Review - SAC Duties & Responsibilities
- IV. Parent-Teacher-Student Compact
- V. Student Activities
- VI. Issues/Concerns/Suggestions

Notes:

The difference between school and life? In school, you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson. – Tom Bodett

George W. Munroe Elementary School

School Advisory Council Meeting
Monday, September 12, 2016

September 12, 2016/ 5:30 (Meeting called to order at 5:40)

- I. Introductions of the administration and faculty made by Principal Gaines
- II. Information on Title I and what it means for George Munroe to be a Title I school.
- III. Election of SAC Committee (parent Queyli Torres translated)
 - Parliamentary (Responsibilities and duties stated by Principal Gaines)
 - John McCray was nominated
 - Mrs. Graham motioned Mrs. Peacock seconded
 - Secretary and Assistant Secretary (Responsibilities and duties given by Principal Gaines)
 - Ms. Tia Nia nominated Audrey Hall for secretary
 - Deacon McCray motioned
 - Mrs. Gaines nominated Alba Abelar for assistant secretary
 - Mrs. Graham motioned Mrs. Peacock seconded
 - Vice President (Duties defined by Principal Gaines)
 - Queyli Torres nominated by Mrs. Figgers
 - Ms. Alba motioned Mrs. Graham seconded
 - President (Duties defined by Principal Gaines)
 - Ms. Phyllis Campbell nominated by Mrs. Graham
 - Mrs. Figgers motioned Mrs. Graham seconded
- IV. 2015-2016 School and District PIP-Request Parent Input
- V. Definition of Florida Standards
 - Principal Gaines went over Annual Measureable Objectives
 - FSA Assessment
 - Grades given the FSA assessment (3rd-5th)
 - Test Subjects (Reading, Math, Writing, and Science)
- VI. Testing Dates
 - Testing dates given from flyer.

VII. School and District Grade

- Principal Gaines announced that the School District grade had increased from a D to a C.
- George W. Munroe moved from an F to a D.
- Principal Gaines went over tips and ideas to help encourage students to have a love for reading.

VIII. Student / Teacher/ Parent Compact

- Principal Gaines went over the purpose and encouraged parents to participate and communicate with the teachers.
- Mr. Bill Holton spoke to the parents about a new behavioral system. Grades K- 2nd and ESE will receive a certificate every Friday when they have put forth their best efforts.

IX. Parent Survey

Meeting was adjourned at 7:35pm. Next meeting is scheduled for Thursday, November 17, 2016.

“Sinking Is Not An Option”

**Gadsden County
School Advisory Council Membership Roster**

School Year 2016-2017

School: George W. Munroe Elementary

Telephone #: 850-875-8800

Principal's Signature: _____

Date: _____

SAC Chairperson's Signature: _____

Date: _____

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Phyllis Campbell	1735 Post Plant Rd Quincy Fl 32352	850-274-2350	F	B	President Parent	Elected
Queyli Torres	10 th Street Quincy, Fl. 32351	850-363-3859	F	H	Vice President Parent	Elected
Audrey Hall	500 S Atlanta St Quincy Fl 32351	850-879-9143	F	B	Secretary Parent	Elected
Alba Abelar	2011 Magnolia Quincy Fl 32351	850-566-4580	F	H	Asst. Secretary Parent	Elected
John McCray	1234 Canal St Quincy Fl 32351	850-627-1707	M	B	Parliamentary Parent	Elected
Morena Vasquez	2215 W Jefferson St Lot 9 Quincy FL 32351	850-743-7338	F	H	Parent	Elected
Latisha Figgers	1830 West King Street Quincy, Fl. 32351	850-875-8800	F	B	Teacher	Elected
Keila Goodson	19 Nancys Ln. Quincy, Fl. 32351	850-570-9937	F	B	Parent	Elected
Sheena Thomas	1830 West King Street Quincy, Fl. 32351	850-875-8800	F	B	Teacher	Elected
Brittanica Wilson	64 N Cleveland St Apt 1220 Quincy Fl 32351	850-264-4448	F	B	Parent	Elected
Sarah Graham	1830 West King Street Quincy, Fl. 32351	850-856-5237	F	B	Teacher	Elected
Bill Hoatson	PO Box 302 Greensboro, Fl. 32330	850-875-8800	M	W	Business Partner	Elected
Agnes Peacock	1830 West King Street Quincy, Fl. 32351	850-875-8800	F	B	Teacher	Elected
Erika Roman	735 Friday Rd Quincy Fl. 32352	850-627-6873	F	H	Parent	Elected
Wanda Favors	4463 Bainbridge Hwy. Quincy, FL 32352	850-875-8800	F	B	Parent	Elected
Rebecca H. Gaines	1830 West King Street Quincy, Fl. 32351	850-875-8800	F	B	Principal	Assigned

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10t



DATE OF SCHOOL BOARD MEETING: **October 25, 2016**

TITLE OF AGENDA ITEM: **Approval of SAC Roster & Meetings**

DIVISION: **Gadsden County Parent Services**

 This is a CONTINUATION of a current project, grant, etc...

PURPOSE AND SUMMARY OF ITEM:

Parent Services is requesting Board approval for the 2016–17 SAC Roster & Meetings.

FUND SOURCE: **N/A**

AMOUNT: **N/A**

PREPARED BY: **Sherrie Taylor**

POSITION: **Coordinator Parent Services**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: 1

CHAIRMAN'S SIGNATURE: 1

REVIEWED BY: _____

2018 OCT 11 AM 10:48
GADSDEN COUNTY SCHOOLS
OFFICE OF THE SUPERINTENDENT



"Home of the Rams"

Gretna Elementary School

706 Martin Luther King Jr. Blvd. ♦ Gretna, Florida 32332
(850) 856-5249 ♦ Fax (850) 856-9415



SACS COMMITTEE MEETING

Gretna Elementary School

Agenda

August 29, 2016

6:00 PM

Introductions

Election of SACS Committee

School and District Grade

Micheal Franklin, Principal

Carla Wells, Assistant Principal

SACS COMMITTEE MEETING

August 29, 2016

Minutes

The meeting was called to order by Mrs. Carla Wells, Assistant Principal at 6:05 p.m. Mrs. Wells welcomed all in attendance and then had everyone to introduce themselves. Next, the election of officers was held. Rev. Eddie Allen was elected Chairperson. Ms. Kaleena Carroll was elected Vice-Chairperson, Ms. Delores Quintero was elected Secretary. Ms. Crystal Myles was elected Parliamentarian.

After the elections, the meeting was turned over to Chairperson Eddie Allen. Rev. Allen shared with the group that he is a member of United Gadsden and that he wants the SACS Committee to help the school with whatever we may be in need of. Rev. Allen requested a detailed description of the duties of the SACS Committee. Mrs. Wells informed Rev. Allen that at the next committee meeting we will go more in-depth into the duties of the SACS Committee. However, Mrs. Wells did inform Rev. Allen and the others in attendance that the major duties of the SACS Committee is to review relevant data, identify problem areas, and develop improvement strategies, and monitor their implementation.

The district and school grades were discussed by Mrs. Wells. Mrs. Wells told members that the district grade was a "C" and that Gadsden County School District was the only district in the state of Florida that improved a grade. Members were also informed that Gretna's school grade is currently a "D". More on the school grade will be discussed at the next meeting.

Mrs. Wells informed the committee members a calendar of all SACS meeting dates is forthcoming.

The meeting was adjourned at 6:30 p.m.

A next meeting date was not set.



"Home of the Rams"

Gretna Elementary School

706 Martin Luther King Jr. Blvd. ♦ Gretna, Florida 32332
(850) 856-5249 ♦ Fax (850) 856-9415

SACS COMMITTEE MEETING

Gretna Elementary School

Sign-In Sheet

August 29, 2016

6:00 PM

St. Harrell

Judith Quintero

Jane Francis

Eddie Allen

Kalena Amari

Crystal Myers

Bayron Bayron

Carla Wells

[Signature]

Micheal Franklin, Principal

Carla Wells, Assistant Principal

Gadsden County
School Advisory Council Membership Roster

School Year 2016-2017

School: Gretna Elementary School

Telephone #: 850-856-5249

Principal's Signature: Michael Fahl

Date: 9/22/16

SAC Chairperson's Signature: Edl

Date: 9/22/16

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Nikkitria Shaw	933 Arlington Circle Quincy, Florida	850-443-0398	F	B	Parent	Elected
Kimberly Long	33 Church St. Apt. 51 Gretna, Florida	850-322-3123	F	B	Parent	Elected
Mary Long	251 Beech Ave. Gretna, Florida	850-680-9007	F	B	Parent	Elected
Leticia Huapilla	47 Maple Ave. Gretna, Florida	850-363-0750	F	H	Parent	Elected
Crystal Myles	47 N. Cone St., Apt. 6 Quincy, Florida	850-210-2871	F	B	Secretary	Elected
Arlesia Thomas	356 Holly Circle Quincy, Florida	850-895-6661	F	B	Parent	Elected
Kristina Phillips	405 Broad Ave. Gretna, Florida	850-694-6337	F	B	Parent	Elected
LaCarra Brown	13943 main St. Gretna, Florida	850-273-2372	F	B	Parent	Elected
Eddie Allen	2772 Mt. Pleasant Rd. Quincy, Florida	850-856-5553	M	B	Chairperson	Elected
Daniel White	114 Pine St. Chattahoochee, Florida	850-688-8710	M	B	Parent	Elected
Josemane Ancion	770 Appleyard Dr., Apt. 16F Tallahassee, Florida	407-668-7986	F	B	Teacher	Elected
Delores Quintero	988 Joe Adams Rd. Quincy, Florida	850-566-1011	F	H	Parliamentarian	Elected
Angelica Long	251 Beech Ave. Gretna, Florida	850-228-1760	F	B	Parent	Elected
Vanessa Betsey	347 Walsh Rd. Quincy, Florida	850-567-8998	F	B	Parent	Elected
Jera Francis	725 MLK Blvd. Gretna, Florida	850-661-1911	F	B	Parent	Elected
Kaleena Carroll	150 W L Martin Rd Chattahoochee, Florida	850-459-3300	F	B	Vice-Chair	Elected
Carla Wells	706 MLK Blvd. Gretna, Florida	850-856-5249	F	B	Asst. Principal	Appointed
Benjamin Aguilar	1078 Dewey Johnson Gretna, Florida	850-559-5710	M	H	Parent	Elected

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10u



DATE OF SCHOOL BOARD MEETING: **October 25, 2016**

TITLE OF AGENDA ITEM: **Approval of SAC Roster & Meetings**

DIVISION: **Gadsden County Parent Services**

 This is a CONTINUATION of a current project, grant, etc...

PURPOSE AND SUMMARY OF ITEM:

Parent Services is requesting Board approval for the 2016–17 SAC Roster & Meetings.

FUND SOURCE: **N/A**

AMOUNT: **N/A**

PREPARED BY: **Sherrie Taylor**

POSITION: **Coordinator Parent Services**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: 1

CHAIRMAN'S SIGNATURE: 1

REVIEWED BY: _____

2016 OCT 11 AM 10:48
GADSDEN COUNTY SCHOOLS
DATE RECEIVED

**Havana Magnet School
School Advisory Council Meeting
October 6, 2016
5:30PM**



Agenda

- 1. Welcome**
- 2. Purpose of the School Advisory Council Frequently Asked Questions**
- 3. Bylaws**
- 3. Election of Officers**
 - **Chairperson**
 - **Vice Chairperson**
 - **Secretary**
 - **Parliamentarian**
- 4. Meeting Dates**
- 5. Questions/Concerns**
- 6. Adjournment**

Havana Magnet School School Advisory Council Meeting | MINUTES

October 6, 2016

Start time: 5:37pm End: 6:15pm

Meeting location *HMS Media Center*

Meeting called by Mrs. Delshuana Jackson
Principal

Type of meeting Establish the Organization

Facilitator Mrs. Delshuana Jackson

Note taker Ms. Kameelah Weeks

Timekeeper Ms. Kameelah Weeks

Attendees

Delshuana Jackson	Shariah Enzor
Keyshonara Forman	Ashley Griffin
Portia Robinson	Melissa McGriff
Mariah Jones	Cathy Homles
Donna Salters	Kimberly Sailor
Daphnee Rouse	Portia Robinson
Artranise Sawyer	Fert Richardson
Kameelah Weeks	

Resources/Documents Provided:

- Agenda
- School Advisory Council FAQ's
- SAC Bylaws

WELCOME

- The meeting was called to order by Principal Jackson at 5:37pm. She then welcomed everyone to the first meeting in order to establish the HMS SAC for the 2016 – 2017 school year.
- Principal Jackson notified everyone present that the SAC members were elected during the Title I meeting that was held in the HMS Multipurpose Room on Tuesday, September 27, 2016 at 6:00pm. Elections were held according to the guidelines set forth by the Florida Department of Education. Teacher members were voted on and elected by teachers and parent members were voted on and elected by parents.
- Principal Jackson gave an overview of what would take place in the meeting by reviewing the agenda.
- Principal Jackson introduced all persons at the meeting and explained that role they would serve on the committee.
 - Delshuana Jackson---Principal of HMS
 - Dawn Salters---Community Stakeholder
 - Cathy Holmes---HMS Teacher
 - Shariah Enzor---Parent
 - Melissa McGriff---Parent
 - Keyshonara Forman---Parent
 - Kameelah Weeks---Parent
 - Fert Richardson---Community Stakeholder
 - Ashley Griffin---HMS Teacher
 - Daphnee Rouse---Parent
 - Kimberly Sailor---Parent
 - Portia Robinson---HMS Guidance Counselor
 - Artranise Sawyer---HMS Assistant Principal

PURPOSE OF THE SCHOOL ADVISORY COUNCIL FREQUENTLY ASKED QUESTIONS

- Principal Jackson explained that a School Advisory Council is group that is representative of the school, community and those persons closest to the students.
- The role of the SAC was defined as making the final decision for the implementation of the provisions of the annual School Improvement Plan (SIP). Members inquired whether the SIP funds from last school year were ever received. Principal Jackson informed the members that the school never received any SIP funds although several members lobbied for them.
- Members were informed that the majority of the members on the council need to be persons who are not employed by the school district. The membership should be an appropriately balanced number of teachers, education support employees, students, parents and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
- Council members must attend at least 80% of SAC meetings.
- Principal Jackson notified the members that a minimum of 3 days' notice in order to review the agenda items for the upcoming meeting. Additionally, meetings need to be scheduled during a time when members are able to attend. Special considerations should also be paid to the location and time of the day as well.
- Minutes must be taken at every meeting and kept for one to three years.
- There are many topics that should be covered by the SAC throughout the year which include, but are not limited to:
 - Parental Involvement
 - Evaluation of the School Improvement Plan (SIP)
 - Needs Assessment
 - Data Collection and Analysis
 - School Test Scores
 - School Grades and AYP
 - School Climate Survey
- Principal Jackson informed the members that the SIP is currently being created and is in draft form, however the SIP is a working document and is never a complete document.
- Havana Magnet School should receive \$5.00 per child for SAC funds. This school district receives this money from FLDOE and then it is transferred to the school based on the student population.
- Principal Jackson discussed the success of our previous prayer breakfast fundraiser and said that we should definitely repeat it before the end of this calendar year.

ELECTION OF OFFICERS

- Fert Richardson led the election of officers. He opened the floor for nominations.

Chairperson

- Nominated: Kameelah Weeks by Daphnee Rouse
- Nominated: Fert Richardson by Ashley Griffin Nomination declined
- Nominated: Melissa McGriff by herself

Ashley Griffin moved to close the nominations.

2nd: Melissa McGriff

All in favor: 12

Nays: 0

- Voting was conducted by secret ballot. Each member wrote the name of their choice on a piece of paper. The paper was then given to Fert Richardson to be tallied, Ashley Griffin verified the counting of the votes.
- The voting for this office was conducted twice and each time the vote was tied 6-6. F. Richardson suggested that all voting slips be placed in a container and one of the students could pull one out. The name of the nominee that the student pulled would serve as the Chairperson of the council and the name

that was not pulled would serve was the Vice Chairperson. All members agreed with this means of determining who would fulfill this role as prior methods ended in a stalemate.

- Miss HMS Kindergarten Destyni Sailor was selected to pull the name. She pulled the name of parent Kameelah Weeks. Melissa McGriff was named at the Vice Chairperson.

Vice Chair

- Melissa McGriff

Secretary

- Nominated: Kimberly Sailor by Melissa McGriff

M. McGriff moved to closed the nominations. It was seconded by Mariah Jones.

- Since Kimberly Sailor was the only nominee, she was automatically named as the secretary.

Parliamentarian

- Nominated: Fert Richardson by Melissa McGriff

Ashley Griffin moved to close the nominations for this office. This motion was seconded by Kameelah Weeks.

- Since Fert Richardson was the only nominee, he was automatically named as the parliamentarian.

The HMS SAC Officers for the 2016 –2017 school year are listed below:

- Chairperson: Kameelah Weeks (parent)
- Vice Chairperson: Melissa McGriff (parent)
- Secretary: Kimberly Sailor (parent)
- Parliamentarian: Fert Richardson (community stakeholder)

Meeting Dates and Time

Meetings will be held on the Tuesday before Parent Expo at 5:00pm.

All other needed meetings will be called by the principal. All efforts will be made to schedule these “called meetings” on a Tuesday as well.

- Tuesday, November 1, 2016 at 5:00pm
- Tuesday, January 11, 2016 at 5:00pm
- Tuesday, March 29, 2016 at 5:00pm

ANNOUNCEMENTS

- Last day to purchase school spirit shirts is Monday, October 10th.
- All monies for the World’s Finest Chocolate fundraiser is due on Tuesday, October 11th.
- 1st Nine-Weeks Accelerated Celebration will be held on Wednesday, October 12th. All students in grades K –8 that met their AR goal will have a special lunch with Principal Jackson.
- Homecoming activities will take place October 10th - 13th. The pep rally and football game will be held on Thursday, October 13th.
- Friday, October 14th is a teacher planning day; therefore, students will be out of school on this day.
- FLDOE’s Civics Pop-Up Quiz will be held at HMS on Tuesday, October 18th.
- Red Ribbon Week is October 24th -28th. This year’s theme is YOLO Be Drug Free.
- Awards Day is October 26th.
- Principal Jackson asked the members if they received the Eagles Happenings for the month of October. She informed them that this document will be distributed each month outlining the upcoming events here at HMS.

- Many responded that they did receive the document and found it to very informative and helpful in keeping up with the events going on at the school.

ISSUES, CONCERNS AND QUESTIONS

- No issues or concerns were brought up at this time.

Meeting adjourned at 6:15pm.

Havana Magnet School
School Advisory Council Meeting
October 6, 2016
5:30PM

Sign-In Sheet

Delshun Sackey

Shariah Enzor (850) 590-6545 ^{Cell} (850) 875-3455 ^{Home} - shariah.ensor@yahoo.com

Keyshonara Forman (850) 597-4228

Ashley Griffin

Melissa McGriff (850) 519-4743 ^(Home) 850-536-1954 mcgriffmz@aol.com
gmail.

Mariah Jones

Cathy K. Holmes

Donna Salters

Kimberly Sailor

850-210-2358

* sailor.k@gcpsmail.com

Daphnée Rouse

(850) 284-9999

therlonged@gcpsmail.com

Yfr Rolun

(850) 728-1845

robinsonpo@gcpsmail.com

Artranise Sawyer

FERT RICHARDSON - 850-570-8427 - fert.richardson@gmail.com

Kameelah Webb

(850) 662-2750

Gadsden County
School Advisory Council Membership Roster

School Year 2016-2017

School: Havana Magnet School

Telephone #: 850-662-2750

Principal's Signature: 

Date: 10/7/16

SAC Chairperson's Signature: 

Date: 10/7/16

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Delshuana Jackson	3056 Bidhurst Court Tallahassee, FL 32317	850-510-7547	F	B	Principal	Appointed
Kameelah Weeks	2161 Escambia Drive Apt. B. Tallahassee, FL 32304	850-284-2820	F	B	Chairperson/ Parent	Elected
Melissa McGriff	55 Bell Street Havana, FL 32333	850-519-4743	F	B	Vice Chairperson/ Parent	Elected
Ashley Griffin	410 Tallavana Trail Havana, FL 32333	850-539-3435	F	W	Member/ Teacher	Elected
Kimberly Sailor	166 Tobacco Road Havana, FL 32333	850-210-2358	F	B	Member/ Parent	Elected
Tynease Showers	P.O. Box 501 Havana, FL 32333	850-539-5736	F	B	Member/ Community Member	Elected
Bishop Jerome Showers	P.O. Box 501 Havana, FL 32333	850-539-5736	M	B	Member/ Community Member	Elected
Fert Richardson	P.O. Box 238 Havana, FL 32333	850-544-9898	M	B	Member/ Community Member	Elected
Josana Aquirre	155 Bap Loop Havana, FL 32333	850-510-8829	F	H	Member/ Parent	Elected
Shanique Davis	129 Holton Road Midway, FL 32343	850-284-5339	F	B	Member/ Parent	Elected
Jamia Hunter	6824 Florida Georgia Highway Havana, FL 32333	850-519-7672	F	B	Member/ Parent	Elected
Stephanie Thomas	319 Mary Brown Road Quincy, FL 32352	850-545-3426	F	B	Member/ Parent	Elected
Felicia Williams	213 S.E. 4 th Street Havana, FL 32333	229-516-3011	F	B	Member/ Parent	Elected
Esmeralda Gomez	35 Leash Loop Havana, FL 32333	850-510-8682	F	H	Member/ Parent	Elected
Donna Salters	207 West 10 th Avenue Havana, FL 32333	850-284-3622	F	B	Member/ Community Member	Elected
Taneshela Sapp	110 West 16 th Street Havana, FL 32333	850-566-0190	F	B	Member/ Parent	Elected
DeAnn Robinson	204 Loblolly Circle Midway, FL 32343	850-544-2740	F	B	Member/ Parent	Elected
Johnny Dixon	263 Forest Drive Midway, FL 32343	850-575-3293	M	B	Member/ Parent	Elected
Tanisha Barnes	111 West 16 th Avenue Havana, FL 32333	850-408-8717	F	B	Member/ Parent	Elected
Martez Butler	215 South East 5 th Street Havana, FL 32332	850-354-2740	M	B	Member/ Parent	Elected
Tamela Hinson-Maynor	406 South US Highway 27 Havana, FL 32333	850-868-0766	F	B	Member/ Parent	Elected
Chianta Harrison	110 West 16 th Avenue Havana, FL 32333	850-567-0806	F	B	Member/ Parent	Elected
Suwander Moore	111 West 16 th Avenue Apt. D-3 Havana, FL 32333	850-702-6977	F	B	Member/ Parent	Elected
Tonya Turner	125 West 16 th Avenue Apt. H122 Havana, FL 32333	850-567-0947	F	B	Member/ Parent	Elected
Shakira Johnson	33870 Blue Star Highway	850-405-3502	F	B	Member/	Elected

	Midway, FL 32343				Parent	
Stacy Hannigon	216 South Jackson Street Apt. 3 Quincy, FL 32351	850-875-8671	F	B	Member/ Parent	Elected
Shariah Enzor	624 Forrest Circle North Havana, FL 32333	850-907-6499	F	B	Member/ Parent	Elected
Keyshonara Formman	405 Strong Road Apt. 143C Quincy, FL 32351	850-597-4228	F	B	Member/ Parent	Elected
Cathy Holmes	6133 Fairbanks Ferry Road Havana, FL 32333	850-933-0769	F	B	Member/ Teacher	Elected
Mariah Jones	6150 Observation Circle Tallahassee, FL 32317	904-881-8432	F	B	Member/ Teacher	Elected
Chandra Richardson	2023 Valkyrie Court Tallahassee, FL 32308	850-559-1328	F	B	Member/ Teacher	Elected
Portia Robinson	440 Rustling Pines Boulevard Midway, FL 32343	850-728-1895	F	B	Member/ Guidance Counselor	Elected

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10v



DATE OF SCHOOL BOARD MEETING: **October 25, 2016**

TITLE OF AGENDA ITEM: **Approval of SAC Roster & Meetings**

DIVISION: **Gadsden County Parent Services**

 This is a CONTINUATION of a current project, grant, etc...

PURPOSE AND SUMMARY OF ITEM:

Parent Services is requesting Board approval for the 2016–17 SAC Roster & Meetings.

FUND SOURCE: **N/A**

AMOUNT: **N/A**

PREPARED BY: **Sherrie Taylor**

POSITION: **Coordinator Parent Services**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: 1

CHAIRMAN'S SIGNATURE: 1

REVIEWED BY: _____

2016 OCT 11 AM 10:48
GADSDEN COUNTY SCHOOLS
SUPERINTENDENT'S OFFICE

James A. Shanks Middle School

10/06/16

SAC Meeting Minutes



Meeting was called to order by the SAC Chair, Ms. Mimi Robertson at 6:35pm.

Quorum reached

The Agenda was read and a motion was made to approve it. Agenda was approved.

September minutes were read and motioned to be approved. Minutes were approved.

Treasurer's Report:

Mr. Stinson shared the treasurer's report with the council.

Report was motioned and to be approved. Report was approved pending final totals.

Old Business

Parent Involvement Updates, Concerns, Suggestions:

Mr. Stinson suggested that students teach parents how to access Skyward portal for increased parent involvement. He also mentioned that Limited English-speaking parents were at a disadvantage at the Title I PIP meeting since no handouts were translated into Spanish. He stated that approximately 20% of the audience spoke Spanish. He indicated that this should be addressed in our PIP.

Mrs. Ellis mentioned that we will be hiring a bilingual para soon to assist with translations throughout the school day and during parent conferences and meetings. She also mentioned the fact that we have the "talk box". It is a device that was used in the PTO meetings a few years ago to help translate oral language to Spanish. She suggested using that again and training someone how to use it. Mrs. Ellis also indicated that this issue was already addressed in the PIP as one of the barriers that we were seeking to overcome by incorporating the strategies mentioned above.

Mr. Stinson, suggested that we re-word the statement in the PIP concerning the fact that we "will look into" hiring a bilingual para. Mrs. Ellis changed the wording to state that a para will be hired.

Ms. Mandela brought up that the district was supposed to be purchasing a program to assist parents who to be able to communicate better with parents who are English deficient.

Mrs. Ali said she's called the district office and was able to use a translator for parent meetings over the phone. Mrs. Ellis spoke of sending things to Nancy Cierra at the district office and translating.

Ms. Robinson asked when the Title I funds would be distributed to the schools and it was said by Mrs. Ellis that we are currently able to access our Title I funds; however, we will need to get an up to date balance from Ms. Rose Raynak so that we will know what we have remaining to spend. Mrs. Ellis also said that she wanted parents and council members to make suggestions as to how to spend Title I dollars as we go through the school year.

Chairperson reminded parents to speak up if they have concerns about the PIP or SIP so they may be addressed before it is submitted.

Update of School Improvement Program:

In reference to our reading goal, Mrs. Ellis stated that with so many of our students struggling with reading, we want to investigate and reinstate the AR program. It forces the students to read outside of the classroom. Our goal is to get the program up and running as soon as possible to see how effective it will be in helping the student to read and comprehend what they have read.

The teachers will also be participating in a Kagan Cooperative Learning training that will be held on Oct. 14th during teacher planning. There will be no school for students because of in-service day. This research-based program will provide strategies for teachers to use to engage students in the learning process. Dr. Hightower signed off on using Title I and Title II dollars for the training.

Mr. Stinson asked the cost of AR. Mrs. Ellis responded that it will be based on the number of students using the program; computer-based licenses for the program. We will be requesting title dollars to pay for program. We will use general funds to provide awards and incentives for students who reach their AR goals throughout the year.

Chairperson asked how parents will be informed of activities. Mrs. Ellis responded that we use Skylert messages, flyers, school webpage, and local newspapers to inform parents of activities.

Ms. Robinson also asked when do you want parents to volunteer. Mrs. Ellis stated that we already have a parent volunteer in the cafeteria and other areas around the school. If you are interested you just let Mrs. Carolyn Francis know. She will match people up with their expertise.

New Business

Elections of Officers:

SAC Chair--Nomination of Ms. Conyers for 2016 president, nominated by chairperson. Dr. Peterson nominated Ms. Copeland for SAC chair. Mrs. Holloway was nominated by Ms. Scott for SAC chair. Ms. Holloway declined the nomination.

Ms. Copeland accepted the nomination for chairperson for 2016-2017. A unanimous vote confirmed her election as SAC Chair.

Vice chair—SAC Chair nominates Ms. Conyers for vice-chair. A unanimous vote confirmed her election as vice chair.

Secretary-- Ms. Tindall was nominated as secretary. In her absence, she was voted in and will remain in the role as secretary.

Treasurer-- Mr. Stinson stated that he was willing to step down as treasurer. Dr. Peterson nominated Ms. Holloway and a unanimous vote confirmed her election as treasurer.

Parliamentarian-- Mrs. Beavers will keep position; voting was unanimous in her favor. Elections are concluded.

Remarks from Members:

Students need to be provided experiences which will allow them to do more speaking and thinking on their feet. The inability to do so caused many of the contestants in the Mr. & Miss Shanks pageant to receive low scores during the questioning portion of the program.

Announcements:

The meeting previously scheduled for October 18th will be dismissed since we had a special meeting on October 6th instead.

Next meeting will be held on November 15th at 6pm

Adjourned at 7:26pm

CBradley/Oct 6, 2016



School Advisory Council Sign-In Sheet
 School Year 2016 – 2017

School: James A. Shanks Middle School

Telephone: (850) 875-8737

Principal's Signature: _____

Juanita B. Ellis

Date: _____

10/11/16

SAC Chairperson's Signature: _____

[Signature]

Date: _____

10/11/16

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Juanita B. Ellis	233 China Doll Drive Tallahassee, Florida 32312	850-875-8737	F	B	Principal	
Latoya Copeland	443 N. Adams Street Quincy, Florida 32351	850-459-9005	F	B	Parent (SAC Chair)	Elected
Barbara Laidler-Sconiers	427 S. Stewart Street Apt. #42 Quincy, Florida 32351	850-875-4993	F	B	Parent (Vice Chair)	Elected
Cynthia Davis-Holloway	50 Dora & Buster Road Quincy, Florida 32351	850-556-7973	F	B	Parent (Treasurer)	Elected
Melinda Tindall	1400 West King Street Quincy, Florida 32351	850-875-8737	F	W	Teacher (Secretary)	Elected
Martha Beavers	1801 W. Live Oak Street Quincy, Florida 32351	850-544-0030	F	B	Staff (Parliamentarian)	Elected
Mimi Robinson	405 Strong Road Apt. 111-46 Quincy, Florida 32351	850-627-1288	F	B	Community	Elected
Bill Stinson	5800 Old Federal Road Quincy, Florida 32351	850-875-4803	M	W	Community	Elected
Jo Lynda Wright	1400 West King Street Quincy, Florida 32351	850-875-8737	F	B	Teacher	Elected
Rosita Ali	1400 W. King Street Quincy, Florida 32351	850-875-8737	F	B	Teacher	Elected
Judith Mandela	1400 W. King Street Quincy, Florida 32351	850-875-8737	F	B	Teacher	Elected
Towanda Scott	1400 W. King Street Quincy, Florida 32351	850-875-8737	F	B	Teacher	Elected
Hilary Dennis	1400 West King Street Quincy, Florida 32351	850-875-8737	M	B	Teacher	Elected
Jennifer McGhee	73 Hudson Blvd. Quincy, Florida 32351	850-591-5873	F	B	Parent	Elected
Rosa Vargas	140 Ellis Home Park #11 Gretna Florida	850-856-5694	F	H	Parent	Elected
LaShanta Hinson	PO Box 172 Quincy, Florida 32353	850-408-1141	F	B	Parent	Elected
Kendra Thomas	6 Nathans Place Quincy, Florida 32351	850-688-5955	F	B	Parent	Elected
Dana Jones-Green	244 Hutley Road Quincy, Florida 32352	850-631-2864	F	B	Parent	Elected



Gadsden County

School Advisory Council Sign-In Sheet

School Year 2016 - 2017

School: James A. Shanks Middle School

Telephone # (850) 875-8737

Principal's Signature: Quanita B. Ellis

Date: Oct. 6, 2016

SAC Chairperson's Signature: [Signature]

Date: 10/11/16

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Mimi Robinson	405 Strong Rd. Apt 11-42 Quincy	627-1288	F	B	Parent	
Barbara Gauder-Sonnis	427 S Stewart St #42 Quincy	875-4993	F	B	Parent	
Yathia Davis Hollins	50 Dorset Bunker Rd Quincy	556-7973	F	B	Parent	
Bill Swanson	5800 Old Edna Rd, Quincy	875-4803	M	B	Community	
Jolynnda Wright	1400 W King Street	875-8737 3115	F	B	Teacher	
Rosita Ali	1400 W King Street Quincy FL 32351	875-8737 and 3104	F	M	Guidance Counselor	
Judith Mandala	1400 W King Street Quincy FL 32351	875-8737 and 3104	F	B	Teacher	
Wendy Seay	4400 N. King Street Quincy FL 32351	875-8737	F	B	Teacher	
Latoria Copeland	443 N. Adams St Quincy, FL 32351	850-459-9005	F	B	Parent	
Hilary Dennis	1400 W. King St. Quincy, FL 32351	850-875-8187	F	B	Teacher	
Jennifer MeChree	73 Hudson Blvd.	850-591-7873	F	B	Parent	
Maude Tucker	1400 W King Street Quincy FL	850-875-8737	F	B	Teacher	
Mantha B. Ellis	1400 W King Street Quincy, FL	850-875-8737	F	B	Principal	
Martha G. Beavers	1801 W Live Oak St Quincy, FL	850-544-0030	F	B	ESL PAR	
Rosa Vargas	140 Ellis Home Park #11 Quincy	850-856-5699	F	H	Parent	
Liz Smith, RN	P.O. Box 172 Quincy FL 32351	850-408-1141	F	B	Parent	
Rondra Thomas	16 Northwood Place Quincy FL 32351	850-488-5855	F	B	Parent	
Dana Jones	244 Hutley Road Quincy FL 32351	850-431-2869	F	B	Parent	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10w



DATE OF SCHOOL BOARD MEETING: **October 25, 2016**

TITLE OF AGENDA ITEM: **Approval of SAC Roster & Meetings**

DIVISION: **Gadsden County Parent Services**

 This is a CONTINUATION of a current project, grant, etc...

PURPOSE AND SUMMARY OF ITEM:

Parent Services is requesting Board approval for the 2016–17 SAC Roster & Meetings.

FUND SOURCE: **N/A**

AMOUNT: **N/A**

PREPARED BY: **Sherrie Taylor**

POSITION: **Coordinator Parent Services**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: 1

CHAIRMAN'S SIGNATURE: 1

REVIEWED BY: _____

2016 OCT 11 AM 10:48
GADSDEN COUNTY SCHOOLS
SCHOOL BOARD



Stewart Street Elementary School

"Where Children and Learning Come First"

749 South Stewart Street ♦ Quincy, Florida 32351
(850) 627-3145 ♦ Fax: (850) 875-8750



"Title I Parent/SAC Meeting"

Agenda

October 6, 2016

5:30pm

Welcome

All About Title I

Parent Involvement Plan

Parent-Student-Teacher-Compact

2015-2016 School Improvement Plan Evaluation

Title I Parent Survey

After School Tutorial & Enrichment Programs

Parent Concerns

Home of the Mustangs

Lisa Robinson, Principal

Curlie Harris, Assistant Principal

“Title I Parent/SAC Meeting”

October 6, 2016

The meeting was called to order by Ms. Robinson at 5:30 pm

Mrs. Curlie Harris, Assistant Principal, welcomed all parents. Following the welcome Ms. Robinson presented a powerpoint slide detailing Title I programs, state assessments and parental rights. She also reviewed the 2016-2017 school improvement plan, highlighting two goals in particular, reading and science. Parents were allowed to ask questions and add suggestions.

After the review of the school improvement plan, parents and staff were asked questions as to how to improve our parent-student-teacher compact. Ms. Pruitt, Resource Teacher, guided the parents in the review of the current compact and discussed what the responsibilities were for each individual. No changes were made to the compact. Parents were asked to take the compact home for final revisions if necessary.

Following the parent-student-teacher compact, Ms. Robinson reviewed the Title I parent survey with parents. The parents were given a printed copy of the survey. She stressed the need of parental involvement, especially in the intermediated grades.

Concluding the meeting, parents asked questions regarding after school tutorial programs for students in kindergarten –first grades. Ms. Robinson informed them of the 21st Century Afterschool program, but stated that unfortunately the program along could not accommodate the large population of students requesting afterschool. She informed the parents that the school enrollment has increased to 710 students, nearly 100 more students than last school term. She also informed the parents that Title I funds were being used to add additional afterschool resources for students in the testing grades, 3rd -5th.

The meeting was adjourned at 7:19pm

SCHOOL ADVISORY COUNCIL (SAC) MEETING

Date	Name	Phone Number	Position
10/6/16	Lisa Robman	627-3145	Principal
10/6/16	Shonda Per	(850) 661-8990	Teacher
10/6/16	Sherenia Young	(850) 895-7301	Parent
10/6/16	Shemi Stubbs	(229) 400-1799	Teacher
10/6/16	Stephan Skipper	(850) 212-1448	Parent
10/6/16	Shakilla Brad	(850) 345-0081	Teacher
10/6/16	Chanté	850 766-1191	Teacher
10/6/16	Laron Torresal	850-510-8275	Teacher
10.6.16	Triscolla	850-251-2067	Chair person
10/6	Cathy	575-5970	Parent
10.6.16	Michelle Hogue	850-570-2363	Parent / Jamar Porter
10/6/16	Juventino Zuniga	850.363-5403	parent
10/6/16	Curlye Harris	850.627.9955	Asst. principal

Title I Parent Meeting

Gadsden County
School Advisory Council Membership Roster

School Year 2016-2017

School: Stewart Street Elementary School

Telephone #: (850) 627-3145

Principal's Signature: _____

Date: 10/16/16

SAC Chairperson's Signature: _____

Date: 10.6.16

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
LISA ROBINSON	749 S. STEWART ST., QUINCY, FL 32351	627-3145	F	B	PRINCIPAL	APPOINTED
PRISCILLA GREEN	573 HINES ROAD, QUINCY, FL 32352	559-0821	F	B	SAC CHAIR	ELECTED
MICHELLE HOGUE	20 HOGUE LANDING LANE, QUINCY, FL 32351	570-2363	F	B	VICE SAC CHAIR	ELECTED
LAKESHA SKIPPER	714 HARDIN ST QUINCY, FL 32352	875-4452	F	B	SECRETARY	ELECTED
SHENERIA YOUNG	808 W. CLARK ST QUINCY, FL 3251	895-7301	F	B	PARLIAMENTARIAN	ELECTED
BRITTANY TOOMBS	410 MLK JR. BLVD., QUINCY, FL 32351	597-4169	F	B	PARENT	ELECTED
TAVON BROWN	427 S. STEWART ST APT 63 QUINCY, FL 32351	590-2855	F	B	PARENT	ELECTED
CATHY ROBINSON	411 MLK GRETNA, FL 32332	856-5970	F	B	PARENT	ELECTED
EVELYN LEE	462 REYNOLDS RD., QUINCY, FL 32351	875-2408	F	B	PARENT	ELECTED
RUTH SOLIS	740 SOUTH LOVE ST., QUINCY, FL 32351	879-1753	F	H	PARENT	ELECTED
JUVENTINO ZUNIGA	611 E. BETLINET DR., QUINCY, FL 32351	363-5463	M	H	PARENT	ELECTED
JAISSY BILLINS	1029 W. CLARK ST., QUINCY, FL 32351	875-3529	F	B	PARENT	ELECTED
SHONDA PRUITT	749 S STEWART ST, QUINCY, FL 32351	627-3145	F	B	TEACHER	ELECTED
KIMI GREEN	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	B	TEACHER	ELECTED
CHRISTOPHER GERMANY	749 S STEWART ST., QUINCY, FL 32351	627-3145	M	B	TEACHER	ELECTED
SHAKILLA GORDON	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	B	TEACHER	ELECTED
KAREN TOUSSAINT	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	W	TEACHER	ELECTED