

AGENDA

REGULAR SCHOOL BOARD MEETING

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

November 20, 2018

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 – **SEE ATTACHMENT**

- a. October 23, 2018, 4:30 p.m. – School Board Workshop
- b. October 23, 2018, 6:00 p.m. – Regular School Board Meeting
- c. October 29, 2018, 5:00 p.m. – Special School Board Meeting
- d. November 7, 2018, 5:00 p.m. – Special 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 #5**

- a. Personnel 2018 – 2019

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Annual Financial Report Final Revisions to Form ESE 145 – **SEE PAGE #7**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Electronic Fund Transfers to TSA Consulting for Tax-Sheltered Annuities Deductions – **SEE PAGE #8**

Fund Source: No Cost to the School Board
Amount: Voluntary Deduction by Employee

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENTS/PROJECT/GRANT APPLICATIONS

- a. Destination Knowledge - **SEE PAGE #12**

Fund Source: Federal Programs
Amount: \$51,250.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. PSTB Consulting, LLC - **SEE PAGE #14**

Fund Source: Federal Programs
Amount: \$45,000.00

ACTION REQUESTED: The Superintendent recommends approval.

- c. Interagency Agreement with DJJ - **SEE PAGE #24**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS

- a. Student Expulsion – See back-up material

Case #21-1819-0051

ACTION REQUESTED: The Superintendent recommends approval.

- b. Student Expulsion – See back-up material

Case #22-1819-0051

ACTION REQUESTED: The Superintendent recommends approval.

- c. Student Expulsion – See back-up material

Case #26-1819-0051

ACTION REQUESTED: The Superintendent recommends approval.

- d. Student Expulsion – See back-up material

Case #28-1819-0051

ACTION REQUESTED: The Superintendent recommends approval.

- e. Student Expulsion – See back-up material

Case #29-1819-0051

ACTION REQUESTED: The Superintendent recommends approval.

10. SCHOOL FACILITY/PROPERTY

- a. Hurricane Michael Clean Up – Chattahoochee Elementary – (Emergency Hurricane Expense) - **SEE PAGE #30**

Fund Source: Hurricane Expense

Amount: \$49,500.00

ACTION REQUESTED: The Superintendent recommends approval.

- b. Assessment and Scope Development of Environmental Hazards Pertaining to Hurricane Michael - **SEE PAGE #32**

Fund Source: Paid Initially by District; then submitted for reimbursement by FEMA

Amount: Time and Materials as outlined in Fee Schedule

ACTION REQUESTED: The Superintendent recommends approval.

- c. Environmental and Disaster Recovery Services Pertaining to Hurricane Michael **SEE PAGE #35**

Fund Source: Paid Initially by District; then submitted for reimbursement by FEMA

Amount: Time and Materials as outlined in Fee Schedule

ACTION REQUESTED: The Superintendent recommends approval.

- d. Grant Management for FEMA Submissions – Recovery from Hurricane Michael **SEE PAGE #42**

Fund Source: Paid Initially by District; then submitted for reimbursement by FEMA

Amount: Time and Materials as outlined in Fee Schedule

ACTION REQUESTED: The Superintendent recommends approval.

- e. Bidding of Public Adjuster – Recovery from Hurricane Michael - **SEE PAGE #58**

Fund Source: To Be Paid from Insurance Claim Proceeds

Amount: Not to Exceed 10% of Funds Received Due to Public Adjuster's Services

ACTION REQUESTED: The Superintendent recommends approval.

- f. Fire & Safety Inspections for Gadsden County Public Schools – **SEE PAGE #87**

Fund Source: 110

Amount: \$9,887.45

ACTION REQUESTED: The Superintendent recommends approval.

11. EDUCATIONAL ISSUES

- a. School Improvement Plans – Elementary & Secondary Schools – **SEE PAGE #123**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- b. Approval of School Advisory Council (SAC) Rosters - **SEE PAGE #257**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- c. 2018 – 2019 Parent and Family Engagement Plan (PFEP) - **SEE PAGE #274**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

12. FACILITIES UPDATE

13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

14. SCHOOL BOARD REQUESTS AND CONCERNS

15. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY



35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gcps.k12.fl.us

Roger P. Milton
Superintendent
miltonr@gcpsmail.com

"Putting Children First"

November 20, 2018

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

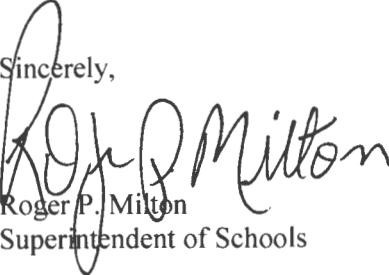
Dear School Board Members:

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 2018-2019

The following reflects the total number of full-time employees in this school district for the 2018-2019 school term, as of November 20, 2018.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees November 2018</u>
Classroom Teachers and Other Certified	120 & 130	362.00
Administrators	110	40.00
Non-Instructional	150, 160, & 170	404.00
		<u>807.00</u>

Sincerely,

Roger P. Milton
Superintendent of Schools

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

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

Leroy McMillan
DISTRICT NO. 3
Chattahoochee, FL 323324
Greensboro, FL 32330

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

Tyrone D. Smith
DISTRICT NO. 5
Quincy, FL 32351

AGENDA ITEM 6B, INSTRUCTIONAL AND NON INSTRUCTIONAL 2018/2019**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Burns, Teresa	HMS	Teacher	08/06/2018
Fyne, Shadine	GCHS	Teacher	09/26/2018
Sailor, Ronishia	SSES	Teacher	08/06/2018

NON-INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Curry, Andreka	GCHS	Education Paraprofessional	10/25/2018
Street, Dana	ESE	Social Worker	09/07/2018

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>
Fyne, Shadine	GCHS/Teacher	10/22/2018	01/31/2019
Starks, Edwin	Maintenance/Groundskeeper	10/24/2018	12/21/2018

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Brown, Donna	HMS	Teacher	11/09/2018
Chestnut, Shakina	GBES	SFS Worker	10/04/2018
Drayton, Yolanda	GEMS	SFS Worker	10/19/2018
Griffin, Benita	GCHS	Teacher	11/08/2018
Howard, James	Transportation	Bus Driver	11/02/2018
James, Bobby	GCHS	Custodial Assistant	10/19/2018
Payton, Kecia	GCA	Teacher	08/10/2018
Snell, William	GWM	Teacher	08/01/2018
Stephens, Douglas	GCHS	Teacher	07/17/2018
Walker, Shannon	HMS	Teacher	10/03/2018

D.R.O.P. RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Pete, John	GEMS	Custodian	11/30/2018
West, Pauline	District/HR	Director	11/30/2018

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Gonzalez, Charlotte	JASMS/Teacher	CPA/Teacher	11/13/2018
Hussein, Fredric	CPA/Teacher	WGMS/Teacher	11/17/2018

DECEASED

<u>Name</u>
Conner, Latoya

SUBSTITUTES

<u>Teachers</u>	<u>SFS</u>
Ford, Irene	Clark, Linda*
Lee, Keizsa	Candidate, Chimere*
Mathews, Lawanda	

*SFS and Custodial Substitute

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEMS: Annual Financial Report Final Revisions to Form ESE145

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Board approval is requested for final revisions to the Annual Financial Report Form ESE 145.

PREPARED BY: Bonnie Wood

POSITION: Finance Director

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEMS: **Electronic Fund Transfers to TSA Consulting for Tax-Sheltered Annuities Deductions**

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Board policy #6107 contains the following provision:

The Board authorizes electronic fund transfers (EFTs) for any purpose including direct deposit, wire transfer, withdrawal, investment, or payment, provided such EFTs are consistent with the provision of F.S. Chapter 668. Upon the recommendation of the Superintendent, the Board shall approve the financial institutions that are authorized to receive monetary transactions through electronic or other medium.

Pursuant to this policy, Board approval is requested to authorize monetary electronic payments to TSA Consulting, the district's approved vendor for tax-sheltered annuities compliance. TSA Consulting will then disburse the funds to the various companies with whom employees have contractual agreements for tax-sheltered deductions.

FUND SOURCE: No cost to the School Board

AMOUNT: Voluntary deduction by employee

PREPARED BY: Bonnie Wood

POSITION: Finance Director

TSA Consulting Group

<https://www.tsacg.com/individual/plan-sponsor/florida/gadsden-county-schools/>

Gadsden County Schools

Authorized Investment Providers

For specific investment provider information, please click on the investment provider name of your choice to visit the company's website.

403(b)

ASpire Financial Services	(866) 634-5873
AXA Equitable Life Insurance Company	(800) 628-5673
Lincoln National Life Insurance Company	(800) 454-6255
National Life Group	(800) 579-2876
ReliaStar Life - Subsidiary of VOYA Financial	(877) 882-5050
VOYA Financial	(800) 584-8001

457(b)

AXA Equitable Life Insurance Company	(800) 628-5673
Lincoln National Life Insurance Company	(800) 454-6255
Mass Mutual Life Insurance Company	(800) 228-2479
National Life Group	(800) 579-2876
ReliaStar Life - Subsidiary of VOYA Financial	(877) 882-5050
VOYA Financial	(800) 584-8001




Forms

For employer specific forms and information, please click on the corresponding PDF listed below.

-  403(b) Salary Reduction Agreement
-  457(b) Enrollment Form
-  Meaningful Notice

Forms

For employer specific forms and information, please click on the corresponding PDF listed below.

-  403(b) Salary Reduction Agreement
-  457(b) Enrollment Form
-  Meaningful Notice

Employer Point Of Contact

Gadsden County Schools

35 Martin Luther King Jr. Blvd.
Quincy, FL 32351

<http://www.gcps.k12.fl.us/>



Helpful Links

[Employers](#)

[Plan Transactions](#)

[Educational Videos](#)

[MAC Calculator](#)

[Contribution Guidelines](#)

[Retirement Research](#)

[Retirement System Links](#)

[What is ART?](#)

[ART Assistance](#)

[ART Login](#)




Most Popular Forms

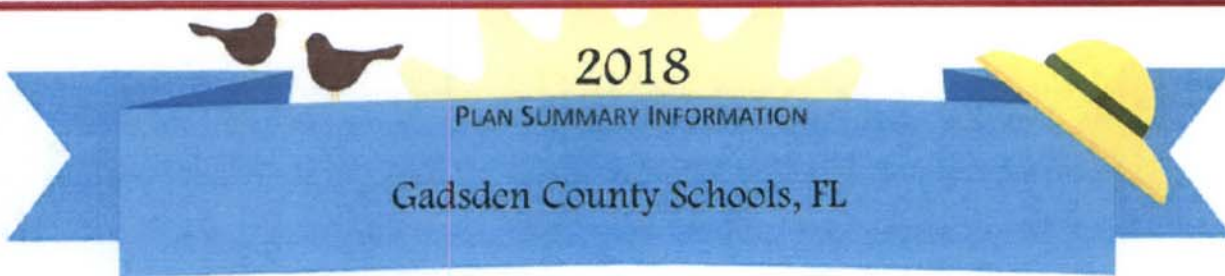
Click on the appropriate link below to download PDF.

-  Transaction Information Form
-  403(b) Harassment Disclosure Form
-  457(b) Unforeseen Emergency Disclosure

Most Popular Forms

Click on the appropriate link below to download PDF.

-  Transaction Information Form
-  403(b) Harassment Disclosure Form
-  457(b) Unforeseen Emergency Disclosure



2018
PLAN SUMMARY INFORMATION
Gadsden County Schools, FL

403(b) Plan and 457(b) Deferred Compensation Plan

The 403(b) and 457(b) Plans are valuable retirement savings options available through Gadsden County Schools, FL. This notice provides a brief explanation of the provisions, policies and rules that govern the 403(b) and 457(b) Plans.

Plan administration services for the 403(b) and 457(b) plans are provided by TSA Consulting Group, Inc. (TSACG). Visit the TSACG website (tsacg.com) for information about enrollment in the plan, investment product providers available, distributions, exchanges or transfers, 403(b) and/or 457(b) loans, and rollovers.

Eligibility
All employees are eligible to participate in the 403(b) and 457(b) plans immediately upon employment, however, private contractors, appointed/elected trustees and/or school board members and student workers are not eligible to participate in the 403(b) Plan. Employees may make voluntary elective deferrals to both the 403(b) and 457(b) plans. Participants are fully vested in their contributions and earnings at all times.

Employee Contributions
Upon enrollment, participants designate a portion of their salary that they wish to contribute to their traditional 403(b) and/or 457(b) account(s) up to their maximum annual contribution amount on a pre-tax basis, thus reducing the participant's taxable income. Contributions to the participant's 403(b) or 457(b) accounts are made from income paid through the employer's payroll system. Taxes on contributions and any earnings are deferred until the participant withdraws their funds.

The Internal Revenue Service regulations limit the amount participants may contribute annually to tax-advantaged retirement plans and imposes substantial penalties for violating contribution limits. TSACG monitors 403(b) and 457(b) plan contributions and notifies the employer in the event of an excess contribution.

The 2018 Basic Contribution Limit for each plan is \$18,500.


Additional provisions allowed:

The Service-Based Catch Up Amount
The 403(b) special catch-up provision allows participants to make additional contributions of up to \$3,000 to the 403(b) account if, as of the preceding calendar year, the participant has completed 15 or more full years of employment with the current employer, not averaged over \$5,000 per year in annual contributions, and has not utilized catch-up contributions in excess of the aggregate of \$15,000. For a detailed explanation of this provision, please visit <https://www.tsacg.com>.

Age-Based Additional Amount
Participants who are age 50 or older any time during the year qualify to make an additional contribution of up to \$6,000 to the 403(b) and/or 457(b) accounts.

Enrollment
Employees who wish to enroll in the 403(b) and/or 457(b) plan must first select the provider and investment product best suited for their account. Upon establishment of the account with the selected provider, a "Salary Reduction Agreement" (SRA) form and/or a deferred compensation enrollment form and any disclosure forms must be completed and submitted to the employer. These forms authorize the employer to withhold 403(b) and/or 457(b) contributions from the employee's pay and send those funds to the Investment Provider on their behalf. A SRA form and/or a deferred compensation enrollment form must be completed to start, stop or modify contributions to 403(b) and/or 457(b) accounts. Unless otherwise notified by your employer, you may enroll and/or make changes to your current contributions anytime throughout the year.

Please note: The total annual amount of a participant's contributions must not exceed the Maximum Allowable Contribution (MAC) calculation. For convenience, a MAC calculator is available on the internet at www.tsacg.com.



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Investment Provider Information

A current list of authorized 403(b) and 457(b) Investment Providers and current employer forms are available on the employer's specific Web page at www.tsacg.com.

Plan Distribution Transactions

Distribution transactions may include any of the following depending on the employer's Plan Document: loans, transfers, rollovers, exchanges, hardships, unforeseen financial emergency withdrawals or distributions. Participants may request these distributions by completing the necessary forms obtained from the provider and plan administrator as required. All completed forms should be submitted to the plan administrator for processing.

403(b) and 457(b) Plan Loans

Participants may be eligible to borrow their 403(b) and/or 457(b) plan accumulations depending on the provisions of their 403(b) and/or 457(b) account contract and provisions of the employer plan. If loans are available, they are generally granted for a term of five years or less (general-purpose loans). Loans taken to purchase a principal residence can extend the term beyond five years depending on the provisions of their 403(b) and/or 457(b) account contract and provisions of the employer. Details and terms of the loan are established by the provider. Participants must repay their loans through monthly payments as directed by the provider. Prior to taking a loan, participants should consult a tax advisor.

Plan-to-Plan Transfers

A plan-to-plan transfer is defined as the movement of a 403(b) and/or 457(b) account from a previous plan sponsor's plan and retaining the same account with the authorized investment provider under the new plan sponsor's plan.

Rollovers

Participants may move funds from one qualified plan account, i.e. 403(b) account, 401(k) account or an IRA, to another qualified plan account at age 59½ or when separated from service. Rollovers do not create a taxable event.

Distributions

Retirement plan distributions are restricted by IRS regulations. A participant may not take a distribution of 403(b) plan accumulations without penalty unless they have attained age 59½ or separated from service in the year in which they turn 55 or older. Generally, a distribution cannot be made from a 457(b) account until you have a severance from employment, reach age 70½, or are deceased. In most cases, any withdrawals made from a 403(b) or 457(b) account are taxable in full as ordinary income.

Exchanges

Within each plan, participants may exchange account accumulations from one investment provider to another investment provider that is authorized under the same plan; however, there may be limitations affecting exchanges, and participants should be aware of any charges or penalties that may exist in individual investment contracts prior to exchange. Exchanges can only be made from one 457(b) plan to another 457(b) plan, or from one 403(b) plan to another 403(b) plan.

Hardship Withdrawals

Participants may be able to take a hardship withdrawal in the event of an immediate and heavy financial need. According to IRS Safe Harbor regulations, to be eligible for a hardship withdrawal, a participant must have exhausted all other available financial resources. The eligibility requirements to receive a Hardship withdrawal are provided on the Hardship Withdrawal Disclosure form at www.tsacg.com. After receiving a hardship withdrawal, the participant may not make voluntary contributions to any employer sponsored retirement plan for a period of six months.

Unforeseen Financial Emergency Withdrawal

You may be able to take a withdrawal from your 457(b) account in the event of an unforeseen financial emergency. An unforeseeable emergency is defined as a severe financial hardship of the participant or beneficiary. The eligibility requirements to receive a Unforeseen Financial Emergency Withdrawal are provided on the Unforeseen Financial Emergency Withdrawal Disclosure form at www.tsacg.com.

Employee Information Statement

Participants in defined contribution plans are responsible for determining which, if any, investment vehicles best serve their retirement objectives. The 403(b) and 457(b) plan assets are invested solely in accordance with the participant's instructions. The participant should periodically review whether his/her objectives are being met, and if the objectives have changed, the participant should make the appropriate changes. Careful planning with a tax advisor or financial planner may help to ensure that the supplemental retirement savings plan meets the participant's objectives.

Plan Administrator Contact Information

TSA CONSULTING GROUP
website:
www.tsacg.com

Transactions
P.O. Box 4037
Ft. Walton Beach, FL 32549
Toll-free: 1-888-796-3786
Toll-free fax: 1-866-741-0645

For overnight deliveries
73 Eglin Parkway NE, Suite 302
Ft. Walton Beach, FL 32548
Toll-free: 1-888-796-3786
Toll-free fax: 1-866-741-0645

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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: November 20, 2018


TITLE OF AGENDA ITEM: Destination Knowledge

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Destination Knowledge (a.k.a. Cloud9World) program is more than a character education program. It introduces a social and emotional learning that is supported by literacy, diversity, cultural sensitivity, and positive behavior. It includes experiential in-classroom activities that inspire student engagement and motivation. Student books are built on a social constructivist approach that embraces positive character strengths. Since students learn character strengths from animals (more like their peers) rather than adults, the program's tone is positive, inviting, and less intrusive than many character education programs. Through the story format and patterns of their own social-emotional behavior, children are able to construct and apply a very practical view of each character strength at school, in the community, and at home. A touch of positive behavior support promotes excitement and motivation throughout the program, challenging students intrinsically and extrinsically by recognizing application of character strengths throughout the day. Perhaps the greatest strength of the program, however, lies in its direct instruction through literacy, discussion and experimentation in recognizing and applying new character strengths. A social constructivist approach is easily recognizable in the lesson plans and curriculum components. Rather than being told what to experience, the activities encourage children to experience the character strength, express themselves as they embrace the character strength, and then apply the strength to other areas of their lives. Children are challenged to apply a real-world understanding of the character strength through role play, decision-making, projects, presentations, and more. The program appeals to children's social nature as they experience and identify many of these character strengths for the first time. Flexible lesson plans allow teachers to easily personalize and differentiate lessons with little or no preparation. This is part of the Title IV Safe and Supportive Education program and part of the approved FDOE deliverables in that project. Based on S.B. 6320 Purchasing and Contracting Policy, it is an allowable exemption to competitive bidding because it is part of a purchase made at or below unit price in a contract awarded by a state agency. We are also able to piggy-back off of prior bid processes done in Broward County and other Florida school districts where the product is widely used and is impacting character positively in the children involved in the program.

FUND SOURCE: Federal Programs
AMOUNT: \$51,250.00
PREPARED BY: Rose Raynak 

POSITION: Director of Federal Programs

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

REVIEWED BY:

REQ DATE
11/08/2018



REQUISITION NUMBER
0000003348

VENDOR KEY : DESTINAT000
 FISCAL YEAR : 2018-2019
 ENTERED BY : ESTRAJQA000
 ORIGINAL REQ # : 0000003348

PRINTED 11/13/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR:
 DESTINATION KNOWLEDGE
 8219 SNOW EGRET PLACE
 BRADENTON, FL 34202

SHIP TO:
 GADSDEN COUNTY PUBLIC SCHOOLS
 35 MARTIN LUTHER KING JR BLVD
 QUINCY, FL 32351

ATTN: Rose Raynak

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT
3000	EA	***District Purposes Only*** SAM Checked/Vendor not sub-recipient; No state of consortia pricing found per S.287.056, F.S. Cloud9World Elem Student----Cloud 9 World Social Emotional Learning program. Includes posters, stickers, banners, pins, vocabulary cards, passports, lesson plans, books and teacher lesson plans for one student for one character trait.	12.50000	37,500.00
2000	EA	Cloud9World Middle----Cloud 9 World Middle School. Digital access to all trait resources including books. Teachers receive physical copies of posters, buttons and stickers.	5.00000	10,000.00
100	EA	Cloud9World SEL Teacher Training----Includes free access for all teachers to Cloud9World Social Emotional Learning online Professional Development. Free with purchase of Cloud9World SEL student materials.		
1	EA	DestKnow:Training----Program Implementation. Professional Development. 2 (3) hour on-site training sessions for teachers, administrators and/or any stakeholders. Up to 15 participants. Training to take place at the desired location of the school or district. Also includes on-going technical and client support and periodic on site visits.	1750.00000	1,750.00
1	EA	Shipping and Handling Quote 00001159	2000.00000	2,000.00
		ACCOUNT SUMMARY (FOR INTERNAL USE)		
		ACCOUNT NUMBER	ACCOUNT AMOUNT	
			0.00	
			PAGE TOTAL	51,250.00
			TOTAL	51,250.00

This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEM: PSTB Consulting, LLC

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

This is an extension of the renewal contract for PSTB Consulting to align all federal program evaluations, policies, procedures, and supports for the district with the District Strategic Plan. PSTB has agreed to provide program review, written procedure development, external analysis/summative reports about the various after school programs, and provide technical assistance to the new Turnaround administrator during the 2018-19 school year. PSTB will develop written procedures for federal programs aligned with policies required by federal law; provide longitudinal summative evaluations/analysis of the alignment of regular day/afterschool/summer programs; provide evaluations of the Title III, Title IV, and Title V, programs; and provide mentorship of new turnaround school leader to ensure school improvement strategies are effectively developed and implemented.

FUND SOURCE: Federal Programs

AMOUNT: \$45,000.00

PREPARED BY: Rose Raynak

POSITION: Director of Federal Programs

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 _____

REVIEWED BY: _____

School Board of Gadsden County, Florida
RENEWAL CONTRACTUAL AGREEMENT
Federal Evaluation Alignment, Technical Assistance, and Procedure Development
Fiscal Years: 2018-2019 Evaluation Contract

This renewal 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 PSTB Consulting, LLC, Dr. James W. Brown, Jr., Owner a consultant with his principal place of operations at 3001 Byington Circle, Tallahassee, Florida 32303, herein referred to as "CONTRACTOR". The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and Gadsden County Public Schools.

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 the Scope of Services below. The CONTRACTOR understands and agrees that all services are to be secured and implemented solely by the CONTRACTOR and no subcontractor will be assigned as a CONTRACTOR without the prior written consent of the RECIPIENT.

The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Federal Programs.

ARTICLE 2. SCOPE OF SERVICES

In consultation with district leadership, the CONTRACTOR has agreed to provide program review, written procedure development, external evaluations, and technical assistance to Federal Program new Turnaround administrators facilitating federal grants for the 2018-19 school year to affect school improvement and improve instructional quality. The CONTRACTOR will develop written procedures for federal programs aligned with policies required by federal law; provide longitudinal summative evaluations of the alignment of regular day/afterschool/summer programs; and provide evaluations of the Title III, Title IV, and Title V, programs; and provide mentorship of new turnaround school leader to ensure school improvement strategies are effectively developed and implemented. The CONTRACTOR shall use best efforts to make the services as productive as possible for the school leaders, district staff, and the RECIPIENT. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district and school needs.

The CONTRACTOR shall use best efforts to make the services as objective and productive as possible for the principals, coordinators, directors, and the RECIPIENT. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district and school needs.

ARTICLE 3. DURATION OF AGREEMENT

(a). This AGREEMENT shall begin on November 1, 2018 and end on October 31, 2019 contingent upon the approval and funding by the Florida Department of Education. Services for

the fiscal year ending October 31, 2019 will be completed and billed by the CONTRACTOR with final deliverables (reports) due no later than November 15, 2019. Agreement subject to annual renewal based performance deliverables, subject to School Board approval.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a Consultant or CONTRACTOR upon its request either before outlays are made by the Consultant 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 CONTRACTOR'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. Renewal subject to funding, deliverables, and approval.
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.
CONTRACTOR	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 CONTRACTOR or by a CONTRACTOR to a lower tier CONTRACTOR. 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". CONTRACTOR is not a sub-recipient but a vendor.
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.

ARTICLE 5. PAYMENT

RECIPIENT shall pay the CONTRACTOR upon the receipt of invoices for technical assistance and summative evaluations from the CONTRACTOR that will include documentation describing the services that were rendered by the CONTRACTOR in support of the project for the period that the invoice covers. The invoices for technical assistance will document the services provided and follow up correspondence with school and district leaders. The summative evaluations will include all the relevant data for school year 2017-2018 in reports on goals and objectives met along with recommendations and any other support materials necessary to provide the agreed upon services. The invoices will document the work performed, and timeframe in which work occurred, including date, time and the number of hours worked. The invoice will require a minimum of fourteen (14) days to be processed for payment after it has been approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONTRACTOR under this AGREEMENT, Gadsden County shall pay to Dr. James W. Brown, Jr. the total amount of \$45,000 (forty-five thousand dollars) for services rendered as described under the Scope of Services. Dr. James W. Brown, Jr. will invoice the district. In addition to the total amount and in accordance with Gadsden County School Board Policy (7.52), travel by private automobile will be compensated and limited to those expenses necessarily incurred in the performance of the scope of services. A detailed travel log must be maintained and submitted using the District's Travel Reimbursement Form. When submitting an invoice for payment after completion of work, travel costs will be included and listed as a separate line item. The invoices shall be prepared and addressed to: Director of Federal Programs. Checks will be made payable to Dr. James W. Brown, Jr. and mailed to the agency office.

(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 \$45,000 plus relevant and necessary travel expenses to provide services rendered. Cost assignment for deliverables is: \$10,000 for Federal written procedures; \$5,000 for new UniSIG administrator monitoring; \$15,000 for longitudinal summative evaluation of alignment of regular day/afterschool/summer programs; \$5,000 for Title III; \$5,000 Title IV; \$5,000 for Title V; to measure instructional and school improvement goals.

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. The CONTRACTOR, when applicable, shall retain all required records for five (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements.

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the designated time period cited above 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 thirty (30) days written notice. Upon termination, the district shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the AGREEMENT prior to termination.

ARTICLE 9. AMENDMENTS

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

ARTICLE 10. INDEPENDENT CONSULTANT

The CONTRACTOR is an independent business owner and not an employee or agent of the RECIPIENT. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act. CONTRACTOR shall be acting as independent business owner in the performance of this AGREEMENT, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. CONTRACTOR shall sign an assurance that there exist no known conflict of interest that would make them ineligible to receive district funding for services provided. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

ARTICLE 11. 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 12. ADMINISTRATION OF AGREEMENT

- (a) The CONTRACTOR'S contract administrator and contact is Dr. James W. Brown, Jr. and/or his designee.
- (b) The RECIPIENT'S contract administrator and contact is Director of Federal Programs and/or their designee.
- (c) All written and verbal approvals must be obtained from the parties' contract administrator or their designees.
- (d) This contract shall be governed by and construed under the laws of the State of Florida.

ARTICLE 13. 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.

CONFLICT OF INTEREST: As of the date of this AGREEMENT, CONTRACTOR assures the RECIPIENT that he is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the AGREEMENT.

ARTICLE 14. 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 Dr. James W. Brown Jr., Owner of PSTB Consulting, LLC have executed this AGREEMENT.

Dr. James W. Brown, Owner
PSTB Consulting, LLC

Date

Mr. Roger P. Milton
Superintendent of Schools

Date

Mr. Steve Scott, Chairman
School Board of Gadsden County

Date

ATTACHMENT A

Gadsden County School District
Contractual Agreement

Scope of Work

PSTB CONSULTING, LLC
3001 Byington Circle
Tallahassee, FL 32303

Evaluation Overview and Scope of Work

Evaluation Design

The evaluation plans for the 2017-2018 school year of the Gadsden County School Board's Federal Programs is consistent with EDGAR 34 CFR Part 75 Section 200.25 which requires the Local Education Agency (LEA) to annually evaluate the programs. This plan is of experimental design with analysis of pre and post test to determine the district and each participating school's progress in achieving the objectives in the district's approved applications; the effectiveness of the programs in meeting the program purpose; and the effect on participants being served by the programs.

The evaluations will analyze the programs formatively to determine the extent the programs are implemented according to the approved applications and summatively, to determine if the programs are achieving the desired effect related to improving student achievement and school reform. In addition to student achievement and school reform, the evaluations will examine information related to parent involvement, professional development, and teacher quality.

The evaluations will utilize best practices for procedural analysis and implement the plans which create strategies with the greatest chance of being useful, feasible, ethical, and accurate.

Generally, four steps will be followed while conducting the program evaluation:

1. Data Collection
2. Data Analysis
3. Drawing Conclusion, Making Inferences and Generalizations
4. Developing Recommendations

Comment	Evaluation Activities	Estimated Hours for Completion
	Collect and analyze student performance data from all district assessments in the student data warehouse (access will be granted by RECIPIENT for participating schools.)	
	Collect and analyze student performance data on Florida Standards Assessment (FSA) and/or End of Course Exams (EOC) for all participating schools.	
	Collect and analyze student performance on other district assessments for participating schools.	
	Develop written procedures to support federal requirements.	
	Analyze program implementation and implementation of school improvement components and procedures.	
	Analyze the Federal Program alignment within activities to determine effectiveness.	
	Conduct interviews with district and school level instructional personnel to assess the degree to which the projects were implemented with fidelity.	

REQ DATE
11/13/2018



REQUISITION NUMBER
0000003355

VENDOR KEY : PSTB CON000
 FISCAL YEAR : 2018-2019
 ENTERED BY : ESTRAJAQ000
 ORIGINAL REQ # : 0000003355

PRINTED 11/13/2018

The School Board of Gadsden County
 Attention: Accounts Payable
 35 Martin Luther King, Jr. Blvd
 Quincy, FL 32351

VENDOR:
 PSTB CONSULTING, LLC
 3001 BYINGTON CIRCLE
 TALLAHASSEE, FL 32303

SHIP TO:
 GADSDEN COUNTY PUBLIC SCHOOLS
 35 MARTIN LUTHER KING JR BLVD
 QUINCY, FL 32351

ATTN: Rose Raynak

QUANTITY	UNIT	DESCRIPTION OF ITEMS OR MATERIALS	UNIT PRICE	AMOUNT				
1	EA	<p>***District Purposes Only*** SAM Checked/Vendor not sub-recipient; No state of consortia pricing found per S.287.056, F.S. Provide program review, written procedure development, external evaluations, and technical assistance to Federal Program new Turnaround administrators facilitating federal grants for the 2018-19 school year to affect school improvement and improve instructional quality. Will develop written procedures for federal programs aligned with policies required by federal law; provide longitudinal summative evaluations of the alignment of regular day/afterschool/summer programs; and provide evaluations of the Title III, Title IV, and Title V, programs; and provide mentorship of new turnaround school leader to ensure school improvement strategies are effectively developed and implemented. November 1, 2018 to October 31, 2019</p> <p style="text-align: center;">ACCOUNT SUMMARY (FOR INTERNAL USE)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">ACCOUNT NUMBER</td> <td style="width: 40%;">ACCOUNT AMOUNT</td> </tr> <tr> <td>4200E6400 3120 9001 95PRO 00000 00000</td> <td style="text-align: right;">45,000.00</td> </tr> </table>	ACCOUNT NUMBER	ACCOUNT AMOUNT	4200E6400 3120 9001 95PRO 00000 00000	45,000.00	45000.00000	45,000.00
ACCOUNT NUMBER	ACCOUNT AMOUNT							
4200E6400 3120 9001 95PRO 00000 00000	45,000.00							
			PAGE TOTAL	45,000.00				
			TOTAL	45,000.00				

This is a Requisition and not an official Purchase Order. The District is not financially responsible for the unauthorized purchases made with a Requisition.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEM: Interagency Agreement with DJJ

DIVISION:

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


PURPOSE AND SUMMARY OF ITEM:

This Agreement is a Five-Year Agreement legislatively required to be executed by the District. The purpose is to give all parties the right to exchange confidential student information for juvenile offenses. The Interagency Agreement is between The Gadsden County School Board and State of Florida, Department of Juvenile Justice Probation and Community Intervention (DFF-C2), Gadsden County Sheriff's Office and Gadsden Police Department.

Approval of this Agreement is requested.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Roger P. Milton 

POSITION: Superintendent of Schools

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 _____

REVIEWED BY: _____

INTERAGENCY AGREEMENT REGARDING SHARING INFORMATION ABOUT JUVENILE OFFENDERS

THIS INTERAGENCY AGREEMENT (hereinafter referred to as "Interagency Agreement") is made this ____ day of _____, _____, by and between The Gadsden County School District Superintendent, or his or her designee, State of Florida, Department of Juvenile Justice Probation and Community Intervention (DJJ-C2), Gadsden County Sheriff's Office (GCSD), Quincy Police Department (QPD).

1. Agreement

- A. The purpose of this agreement is to implement the requirements contained in paragraph (c) of subsection (1) of s. 985.04, Florida Statutes.**
- B. Personal identifiable information may be released without consent of the student or the student's parents to parties to this Interagency Agreement pursuant to Florida Statute 1002.221 (2)(c).
- C. All parties agree to promote a coordinated effort among agencies and staff to implement the provisions of s. 985.04(1)(c), Florida Statutes.
- D. All parties agree to participate in Interagency planning meetings, as appropriate
- E. All parties to this Interagency Agreement shall cooperate in the dissemination of information relating to students pursuant to any agreement entered into by the parties pursuant to Florida Statute 985.04(1)(c).
- F. All parties are required to comply with all state and/or federal laws related to records use, security, dissemination, and retention/ destruction. Consequences for any violation shall be governed in accordance with the law.
- G. All parties shall comply with Florida Statute 943.0525 and shall maintain confidentiality of information that is not otherwise exempt from Florida Statute 119.071(1), or as otherwise provided by law.

Gadsden County Schools

- A. Notify the appropriate school personnel in writing pursuant to section 985.04(4) and other applicable statutes in accordance with adopted school board policies.
- B. Designate and inform all parties to this Agreement of the name, address, and telephone number or numbers of the contact person or persons by geographic region, to be responsible for receiving juvenile arrest information.
- C. Request juvenile criminal history information only for purposes of assessment, placement, or school safety, security of persons and property, Florida Statute 985.04(1)(b)(2018).

- D. Designate and inform the GCSO, GPD, of the name, address, and telephone number or numbers of the contact person to be responsible for receiving confidential criminal history information, Florida Statute.
- E. Ensure that information obtained through the criminal history database is disseminated only to appropriate Gadsden County district school superintendent personnel and carries an appropriate warning regarding the reliability, confidentiality and control of further dissemination.
- F. Provide notification to any classroom teacher of assignment to the teacher's classroom of a juvenile who has been placed in a probation or commitment program for a felony offense.

Department of Juvenile Justice

- A. Immediately notify the GCSO, or his or her designee or their designees, upon learning of the move or other relocation into, out of, or within Gadsden County, of a juvenile offender who has been adjudicated delinquent or guilty of or had adjudication of delinquency or guilt withheld for, the commission of a violent misdemeanor or violent felony, Florida Statute 985.047(2)(b).
- B. Share dispositional, placement and case management information with the appropriate agency or agencies, the district school superintendent, or his or her designee for purposes of assessment, placement and enhanced supervision of juveniles referred to the DJJ, Florida Statute 985.04(4)(d).
- C. Ensure that information disseminated pursuant to this Agreement carries an appropriate warning regarding the reliability, confidentiality and control of further dissemination. Such warning shall be in accordance with the Florida Department of Law Enforcement Criminal Justice Information System User Agreement requirements.

Gadsden County Sheriff's Department

- A. Promptly provide notification to Gadsden County district school superintendent, or his or her designee, of juveniles arrested within Gadsden County for crimes of violence or violations of law which would be a felony if committed by an adult, Florida Statute 985.04 (2018).
- B. Provide Florida summary criminal history information to the Gadsden County district school superintendent, or his or her designee or his or her designee(s), upon request, regarding juveniles who are students enrolled in or about to be enrolled in the school district of Gadsden County when necessary for assessment, placement or security of persons or property. Further, the Sheriff will establish, and forward to the Gadsden County district school superintendent the internal procedures of the GCSO for receiving, processing and providing information pursuant to such requests, Florida Statute 985.04 (2018).
- C. Ensure that information disseminated pursuant to this Agreement carries an appropriate warning regarding the reliability, confidentiality and control of further dissemination. Such warning shall be in accordance with the Florida Department of Law Enforcement Criminal Justice Information System User Agreement requirements.

- D. Provide information to the Gadsden County district school superintendent or his or her designee concerning those students who meet the statutory definition under Florida Statute 874.03(2), as a criminal gang member.
- E. Notify the Gadsden district school superintendent, or his or her designee the name and address of any employee of the school district who is arrested and/or charged with a felony or with a misdemeanor involving the abuse of a minor child or the sale or possession of a controlled substance. Notification to the Gadsden district school superintendent, or his or her designee shall be within 48 hours of the arrest or charge and shall include the specific charge for which the employee was arrested charged.

Quincy Police Department

- A. Immediately provide notification to the Gadsden County district school superintendent, or his or her designee, of juveniles within the School District of Gadsden County arrested or taken into custody from crimes of violence or violations of law which would be a felony if committed by an adult, Florida Statute 985.04 (2018).
 - B. Provide Florida summary criminal history information to the Gadsden district school superintendent or his or her designee(s), upon request, regarding juveniles who are students enrolled in or about to be enrolled in the school district of Gadsden County when necessary for assessment, placement or security of persons or property. Further, the Police Chief will establish, and forward to the district school superintendent the internal procedures of the QPD for receiving, processing and providing information pursuant to such requests.
 - C. Ensure that information disseminated pursuant to this Agreement carries an appropriate warning regarding the reliability, confidentiality and control of further dissemination. Such warning shall be in accordance with the Florida Department of Law Enforcement Criminal Justice Information System User Agreement requirements.
 - D. Provide information to the Gadsden County district school superintendent or his or her designee concerning those students who meet the statutory definition under Florida Statute 874.03(2), as a criminal gang member.
 - E. Notify the Gadsden County district school superintendent, or his or her designee the name and address of any employee of the school district who is arrested and/or charged with a felony or with a misdemeanor involving the abuse of a minor child or the sale or possession of a controlled substance. Notification to the Gadsden County district school superintendent, or his or her designee shall be within 48 hours of the arrest or charge and shall include the specific charge for which the employee was arrested/charged.
2. **Term of Agreement** The term of this Agreement shall take effect upon the date the last party executes the same ("Effective Date"). This Agreement shall renew every five years unless terminated by either party by providing sixty (60) days advance written notice to the other party. This Agreement may be modified or amended upon written agreement of all parties.

3. **Notices**

- A. All notices, demands, or other writings required to be given or made or sent in this Agreement, or which may be given or made or sent, by either party to the other, shall be deemed to have been fully given or made or sent when in writing and addressed as follows:

Gadsden County Sheriff's Office
339 E. Jefferson St., Quincy Florida 32351

Quincy Police Department
404 W. Jefferson Street, Quincy Florida 32351

Department of Juvenile Justice Circuit 2
2020 Capital Circle, SE 1100 Tallahassee, Florida 32399

Gadsden District School Superintendent
4400, 35 Martin Luther King Blvd, Quincy Florida 32351

- B. All notices required, or which may be given hereunder, shall be considered properly given if (1) personally delivered, (2) sent by certified United States mail, returned receipt requested, or (3) sent by FedEx or other equivalent overnight letter delivery company, (4) sent by email.
- C. The effective date of such notices shall be the date personally delivered, or if sent by mail, the date of the postmark, or if sent by overnight letter delivery company, the date the notice was picked up by the overnight delivery company.
- D. Parties may designate other parties or address to which notices shall be sent by notify, in writing, the other party in a manner designated for the filling of notice hereunder.
4. **Entire Agreement** This document embodies the entire agreement and understanding between the parties with respect to the subject matter hereto and supersedes all prior agreements, representation and understandings wither oral, written, or otherwise relating thereto. This Agreement may not be modified or terminated except as provided herein.
5. **Counterparts** This Agreement may be executed in counterparts to expedite its implementation and Effective Date.

IN WITNESS WHEREOF, this Interagency Agreement has been executed by and on behalf of the Gadsden County district school superintendent, or his or her designee, a political subdivision of the State of Florida, GCSO, GPD, DJJ-C2, on this _____ day of _____, _____.

THE GADSDEN COUNTY SCHOOL DISTRICT/GADSDEN
COUNTY SCHOOL BOARD

By: _____
Superintendent

Date: _____

GADSDEN COUNTY SHERIFF'S OFFICE

By: _____
Sheriff

Date: _____

QUINCY POLICE DEPARTMENT

By: _____
Chief

Date: _____

DEPARTMENT OF JUVENILE JUSTICE

By: _____
DJJ-C2 Chief Probation Officer

Date: _____

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO: 10a

DATE OF SCHOOL BOARD MEETING: November 27, 2018

TITLE OF AGENDA ITEM: Hurricane Michael Clean Up – Chattahoochee Elementary – (Emergency Hurricane Expense)

DIVISION: Department of Facilities
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval on the clean-up of storm related damage and/or downed trees, removal of trees leaning and trees that could cause potential damage to structures or hazard to persons at Chattahoochee Elementary School. Work performed by Arbor Care Tree Experts SC.

FUND SOURCE: Hurricane Expense

AMOUNT: \$49,500.00

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer

SUPERINTENDENT'S SIGNATURE: page(s) numbered N/A

CHAIRMAN'S SIGNATURE: page(s) numbered N/A

Be sure that the COMPTROLLER has signed the budget page

Arbor Care Tree Experts SC

PO BOX 7766

SC 29938

Invoice

Date	Invoice #
10/19/2018	268

Bill To
Roger Milton Gadsden County School Board 35 Martin Luther King Jr. Blvd Quincy, Florida 32351

P.O. No.	Terms	Project

Quantity	Description	Rate	Amount
	*****This invoice is specific to Chattahoochee Elementary School for work performed from 10-16-18 to 10-18-19 ****	0.00	0.00
	Project Performed: Clean up of storm related damaged and/or downed trees, removal of trees leaning and trees that could cause damage to buildings or hazard to persons from Chattahoochee Elementary School	0.00	0.00
	Labor, Equipment required:		
	2 four man crews @ \$125.00 per man: 30 Hours	30,000.00	30,000.00
	Bucket Truck @ \$150.00 per hour : 30 Hours	7,500.00	7,500.00
	2 loaders @ \$200.00 per hour combined; 30 Hours	6,000.00	6,000.00
	1 Crane @ \$ 200.00 per hour: 30 Hours	6,000.00	6,000.00
Total			\$49,500.00

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEMS: **Assessment and Scope Development of Environmental Hazards
Pertaining to Hurricane Michael**

DIVISION: **Maintenance and Finance Departments**

PURPOSE AND SUMMARY OF ITEMS: Board Policy #6320 includes a section pertaining to exceptions to competitive bidding requirements that includes the provision for the emergency purchase of contractual services when the public health, safety, or welfare requires emergency action. In this context, Board approval is requested for a contract for the assessment and scope development of environmental hazards resulting from Hurricane Michael.

Attached is a copy of an agreement with Southern Earth Sciences, Inc. for the assessment of environmental hazards such as asbestos, lead, and mold as well as the development of scopes of work for the abatement, removal and/or elimination.

FUND SOURCE: **Paid initially by District; then submitted for reimbursement by FEMA**

AMOUNT: **Time and Materials as outlined in Fee Schedule**

PREPARED BY: **Bonnie Wood and William Hunter**

POSITION: **Finance Director and Director of Maintenance.**

3642 Peddie Drive
Tallahassee, FL 32303

Tel: (850) 576-4652
Fax: (850) 576-4710
www.seeearth.com

FL Certificate of Authorization #3737

GADSDEN COUNTY PUBLIC SCHOOLS
Facilities
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351

November 14, 2018
Prop. No.: 18.1130
FL Licensed Asbestos
No.: ZA-0000092
EPA TSCA LBP FIRM
No.: LBP - 15608-1

Attention: Mr. Bill Hunter, Director of Facilities

Subject: Asbestos, LBP & IAQ/Mold Consulting Services for Hurricane Michael damaged areas at Gadsden County Public Schools

Dear Mr. Hunter:

As requested, Southern Earth Sciences, Inc. (SESI) is pleased to submit this proposal to perform Asbestos, LBP & IAQ/Mold Consulting Services for the above referenced project. Consulting services/inspections will be performed by Roy L. Russell; a Board Certified Indoor Environmental Consultant (CIEC)/Florida Licensed Mold Assessor (MRSA 2097), Asbestos Surveyor, EPA TSCA LBP Inspector (LBP-I-5950-1).

The fees for the services outlined above are as follows:

- 1.) Inspection/Sampling/Reports/Work Plans – labor \$95.00/hour
- 2.) Asbestos Bulk PLM samples (next day turnaround) \$20/each
- 3.) LBP XRF Fee \$200/day
- 4.) Paint chip (Laboratory AAS samples) if required (next day turnaround) at \$40/each
- 5.) Laboratory – Mold surface swab/tape lift samples (next day turnaround) at \$80/each
- 6.) Laboratory – Mold spore trap samples (next day turnaround) at \$110/each
- 7.) Moisture assessments using Infrared Camera & Moisture Meter (no charge billed as part of hourly rate (item #1 Labor above))

We appreciate the opportunity to submit this proposal and look forward to working with you on this project. We have attached our standard terms and conditions for engineering and technical services which are an integral part of this proposal. If this proposal is acceptable, please sign the attached work authorization sheet, date and return one copy to serve as authorization to proceed. Should additional information be required please advise.

Sincerely,

SOUTHERN EARTH SCIENCES, INC.



Roy L. Russell
Asbestos Dept. Manager – LEP #60/CIEC
EPA TSCA LBP Inspector No.: FL-I-5950-1
Florida Licensed Mold Assessor No.: MRSA2097



Mark E. Wilson, P.E.
Florida State Licensed Asbestos Consultant
SESI Asbestos Business No.: ZA-0000092
Florida Licensed Asbestos Consultant No.: AX85
11-14-18

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEMS: Environmental and Disaster Recovery Services Pertaining to Hurricane Michael

DIVISION: Maintenance and Finance Departments

PURPOSE AND SUMMARY OF ITEMS: Board Policy #6320 includes a section pertaining to exceptions to competitive bidding requirements that includes the provision for the emergency purchase of contractual services when the public health, safety, or welfare requires emergency action. In this context, Board approval is requested for a contract for environmental cleanup at various schools including but not limited to Shanks, GEMS and Greensboro Elementary School.

Attached is a copy of an agreement with PAL Environmental Safety Corp for the removal and abatement of asbestos, lead, mold, and other immediate environmental problems.

FUND SOURCE: Paid initially by District; then submitted for reimbursement by FEMA

AMOUNT: Time and Materials as outlined in Fee Schedule

PREPARED BY: Bonnie Wood and William Hunter

POSITION: Finance Director and Director of Maintenance.

THIS AGREEMENT made as of this date, 11/14/18 by and between P.A.L. Environmental Safety Corp ("PAL") and The School Board of Gadsden County ("Customer") to engage in a Services Agreement for Environmental and Disaster Recovery Services:

"PAL"

PAL Environmental Safety Corp
11-02 Queens Plaza South
Long Island City, New York 11101

"Customer"

The School Board of Gadsden Co.
35 Martin Luther King Jr. Blvd.
QUINCY, FL. 32351

Section 1: Contract Documents / References

Included in the Contract are the following documents:

1. Schedule of agreed rates, fees and charges, to include labor, materials, equipment, and expenses. The Scheduled rates will be charged for items listed in Attachment "A" whether owned by PAL or procured through any other means.
2. "PAL" proof of insurance (Attachment "B")

Section 2: Description of Services ("The Work")

1. "PAL" will provide Environmental and Disaster Recovery Services, which may include construction services on an as needed basis and when requested by the "CUSTOMER". "PAL" will provide the customer with an initial Scope of Work and Estimate in order to facilitate the issuance of a Notice to Proceed. "CUSTOMER" recognizes that the nature of the services provided by "PAL" require emergency services that may be required prior to the issuance of a formal Notice to Proceed and agrees that those services will be included under this agreement issued from the date that the service was provided.

Section 2.1: Special Points

1. All Work will be provided by "PAL" on a "best efforts" basis. Because of unknowns and uncertainties when dealing with damages of the nature reflected in this Master Services Agreement, changes to the schedules, contract documents or other exhibits, including changes in or to the rates and charges may become necessary depending on the specific situation.
2. It is the understanding of "PAL" that union labor is not required to perform any of the Work. If union labor is required to perform any of the services comprising the Work, appropriate changes to the rates and charges specified in Attachment "A" will be made.
3. Suitable water, toilet facilities, electrical service and access to the the project site are essential to the timely and cost-effective completion of the Work. Should any delay result from any lack of the foregoing, appropriate changes to the rates, charges and time frames set forth in the job specific Scope of Work will be made.
4. "PAL" will use its best efforts to outfit all persons working for or with "PAL" or its subcontractors in "PAL" shirts or uniforms. This is done for security purposes and in order to allow Customer to identify persons at the Site.
5. A designated representative of "CUSTOMER" must be available always to act as a liaison with "PAL" project management. This representative should possess decision-making authority to address matters that may arise during the performance of the Work. Daily progress meetings are essential to "PAL" efforts to keep all parties informed as to the current status of the Work.
6. The Customer must provide "PAL" with a secure location in which to temporarily store needed equipment, materials, and supplies.
7. Should "PAL" work be stopped or impeded, the price of the Work may increase, the goal of "PAL" is to complete the Work as quickly and cost effectively as possible. To accomplish this goal, good communications and a firm understanding of the operational needs of both "PAL" and "CUSTOMER" are essential.



Section 2.2: Change Order Clause

Change orders will be handled as follows:

1. Assignments given to "PAL" personnel that deviate from initial understanding of scope of work either verbally or in writing will be considered a CHANGE ORDER. Change order forms will be submitted in writing to the "CUSTOMER" or its AUTHORIZED REPRESENTATIVES, and must be signed by Customer and returned to "PAL" within 48 hours.
2. "PAL" agrees that approved change orders will be tracked separately for billing purposes and submitted under the assigned change order code.

Section 3: Contract Pricing and Payment

"PAL" will invoice "CUSTOMER" in accordance with the terms and conditions outlined in this Agreement. All Items invoiced will be invoiced in accordance with the agreed schedule of rates included as a part of this Agreement, whether owned by "PAL" or sourced from a third-party. Any additional equipment, materials, supplies, sub-contractors or third-party expenses (as defined in Section 3.1) furnished by "PAL" that is not scheduled will be charged at cost plus 20% A small tools charge of 1.5% will be charged on the gross invoice amount.

"CUSTOMER" agrees to pay "PAL" for the satisfactory completion of "PAL" work, the balance sum invoiced upon completion of the project, in accordance with this contract and payment terms as will be provided.

Section 3.1: Third-Party Expenses

Third-Party Expenses will herein be defined as expenses incurred by "PAL" not listed as a scheduled rate sheet item. These expenses shall be fully reimbursed by Customer and include, but are not limited to the following:

- | | |
|--|---|
| 1. Lodging | 6. Catering/Food Service/Laundry |
| 2. Airfare | 7. Fuel for vehicles, tolls, parking fees |
| 3. Rental vehicles | 8. Communication charges N/A |
| 4. Purchased supplies and materials | 9. Freight and postage |
| 5. Sub-contractors <i>with approval of FGCPs</i> | 10. Rental of office and mechanical depot areas |

Section 4: Best Efforts

"PAL" and Customer acknowledge that the property which is the subject of the Work has been involved in a fire, flood or other casualty. "PAL" will perform the Work on a "best efforts" basis, but cannot, and therefore does not, guarantee that any of that property will be operational or free from defect following completion of the Work.

Section 5: Activities of Others

Unless specifically made part of the Work, "PAL" will not be responsible for the coordination or performance of any activity or obligation undertaken by persons other than "PAL" and its subcontractors.

Section 6: Independent Contractors

The work will be performed by "PAL" on an independent contractor basis and not as an employee, agent, partner or joint venturer of Customer.

Section 7: Causes Beyond Control

If any circumstance or event which is beyond the reasonable control of "PAL" delays the performance of any of "PAL"'s obligations under this Agreement, or makes any of those obligations impossible to perform, "PAL" will not have any liability to Customer for that delay or nonperformance.

Section 8: Title to Properties

"PAL" is not the owner, and shall not be considered the owner, of the property on which the Work is performed (the "Site") or any substance classified as hazardous or toxic, or otherwise regulated, under any applicable federal, state or local law ("Hazardous Material") which may exist on, in or under the Site. All test specimens or samples shall be, and shall be considered to be, the property of the Customer, irrespective of any disposal of those specimens or samples undertaken by "PAL" as part of the Work.

Section 9: Disposal

Any disposal of Hazardous Material (including specimens or samples), or any property that contains hazardous Material, performed by "PAL" under this Agreement will be made in the name of Customer and under any applicable generator number or other identification assigned to Customer.

Section 10: Responsibility

"PAL" will be responsible to perform the Work in accordance with the terms of this Agreement. Customer will be responsible, and shall indemnify and hold "PAL" harmless, for all losses or damages suffered by "PAL" as a result of (a) the actions of persons other than "PAL", its employees or subcontractors; or (b) the presence or release of any Hazardous Material on or from the Site.

Section 11: Consents and Permits

Any federal, state or local permits, surcharges or consents required for the performance of the Work are the responsibility of Customer; provided that, if made a part of the Work, "PAL" may obtain such permits and consents at Customer's expense. Both "PAL" and Customer will comply with all applicable governmental regulations, statutes, laws and ordinances.

Section 12: Payment

All amounts owing to "PAL" under Paragraph 3 will be paid in accordance with invoices issued to Customer from time to time by "PAL". Amounts invoiced will include applicable federal, state and local taxes and will be due and payable 15 days following invoice date. All amounts past due after 30 days will be subject to a finance charge equal to the lesser of (a) 1.5% per month, or (b) the maximum rate allowed by law. Customer will pay "PAL" for any costs or expenses, including reasonable attorney's fees, that "PAL" incurs in connection with the enforcement of this Agreement.

Section 12: Schedules

The schedules attached to this agreement are part of this agreement.

Section 13: Entire Agreement/Changes

This Agreement constitutes the entire agreement and understanding between "PAL" and Customer. This agreement may only be changed in writing.

Section 14: Disputes

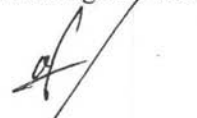
All disputes hereunder shall be resolved by binding arbitration in accordance with the Construction Industry rules of the American Arbitration Association, in the City of New York. The construction and interpretation of this agreement shall at all times and in all respects, be governed by the laws of the State of New York and judgment on any arbitration award may be entered in any court having jurisdiction thereof.

Section 15: Termination

Either party may terminate this agreement upon 30 days written notice. Notice shall be served by certified mail and FedEx or similar type of overnight courier.

Section 16: Counterparts

This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.


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Section 17: Severability

If any provision of this Agreement shall be deemed invalid, illegal, or unenforceable in whole or in part, neither the validity of the remaining part of such provision nor the validity of any other provision of this Agreement shall in any way be affected thereby.

FOR "CUSTOMER":

FOR P.A.L Environmental Safety Corp

PRINT

PRINT

SIGN

SIGN

DATE

DATE



Vehicles			
Truck, 12' Box, Onsite	Day		155.00
Truck, 16' Box, Onsite	Day		175.00
Truck, 26' Box, Onsite	Day		225.00
1/2 Ton Pick Up	Day		75.00
Van/ 3/4 Ton Pickup, Onsite	Day		125.00
Office, Mobile, Onsite	Day		450.00
53' Supply Trailer	Day		225.00
SUPPLY AND MATERIAL RATES:			
	UNIT		RATE
Chemical, Disinfectant, Fiberlock IAQ 2500, 5-Gallon	PA		95.78
Chemical, Disinfectant, Fiberlock Shockwave, 1-Gallon	GA		51.03
Chemical, Disinfectant, Fosters 40/80, 5-Gallon	PA		83.81
Chemical, Encapsulant, Fiberlock Aftershock	PA		420.12
Chemical, Encapsulant, Fosters 40/20, 5-Gallon	PA		453.74
Chemical, Encapsulant, Fosters 40/25, 5-Gallon	PA		407.77
Chemical, Fiberlock Instant Mold Stain Remover	GA		25.35
Chemical, Mastic Remover, APE Low Odor, 5-Gal	PA		80.80
Chemical, Microban QGC	GA		43.51
Consumable, Filter, HEPA, 24x24x11.5	EA		161.61
Consumable, Filter, Pleated, 16x20, 12/cs	CA		51.89
Consumable, Filter, Pleated, 24x24x2, 12/cs	CA		59.48
Consumable, Filter, Pre-filter pad, 24x24x1, 40/cs	CA		37.23
Consumable, Filter, Ringpanel, 24x24x1,EACH	EA		3.82
Consumable, Filter, Wet/Dry Vacuum, (2-Pack)	EA		19.31
Consumable, Glue, Spray	CA		53.99
Consumable, Liner, Drum, Poly-6 Mil 38"x60"	RL		93.81
Consumable, Mop-head, Saddle	EA		4.25
Consumable, Pad, Heavy-duty, Green	BX		4.44
Consumable, Rags, 25LB BOX	BX		54.22
Consumable, Sheeting, Poly, 6MIL 20X100-CLR	RL		97.69
Consumable, Tape, Duct, Silver	CA		128.06
Consumable, Tape, Painters, 2"X60 YD, BLUE	CA		212.54
Consumable, Tape, Duct, 48MM x 55M, Teal	CA		214.30
PPE, Coverall, Poly-Pro	EA		31.39
PPE, Filter, Half-Mask ,North 7580P100 HEPA 2/PK	PK		31.60
PPE, Filter, N95, 20/Box	BX		11.72
PPE, Gloves, Cut, Level 3, HPPE Shell	EA		7.14
PPE, Gloves, Leather Palm	DZ		25.83
PPE, Gloves, Nitrile Coated Palm	PAIR		13.00
PPE, Gloves, Nitrile, 100/Box	BX		16.05
PPE, Gloves, Nitrile, Foam Coated Palm	PAIR		1.74
PPE, Gloves, Nitrile, Green, 15Mil	DZ		19.97
PPE, Gloves, Vinyl	BX		6.48
PPE, Gloves, Kevlar, Dot	DZ		75.59
PPE, Mask, Disposable, Dust	BX		7.74
PPE, Respirator, Half-face, 3M Half-face	EA		18.83
PPE, Sleeve, Kevlar, Single-Ply Sleeve, 3x18-in ANSI Cut Level 3	EA		5.58
PPE, Visor, Clear	EA		4.32

11-02 Queens Plaza South
 Long Island City, New York 11101





TIME AND MATERIAL RATE SCHEDULE -			
LABOR (Non-Union)	STANDARD (1.0x)	OVERTIME (1.5x)	HOLIDAY (2.0x)
Project Consultant	125.00	187.50	250.00
Estimator	125.00	187.50	250.00
Project Coordinator	105.00	157.50	210.00
Mechanic/Equipment Technician	110.00	165.00	220.00
Project Manager	87.50	131.25	175.00
Asst. Project Manager	75.00	112.50	150.00
Truck Driver	75.00	112.50	150.00
Health and Safety	70.00	105.00	140.00
Restoration Supervisor	62.50	93.75	125.00
Drying Technician / Desiccant Technician	60.00	90.00	120.00
Carpenter	60.00	90.00	120.00
Project Auditor	58.00	87.00	116.00
Restoration Technician	52.50	78.75	105.00
Support Services	35.00	52.50	70.00
General Labor	32.50	48.75	65.00
DE-HUMIDIFICATION	DAILY	WEEKLY	MONTHLY
LGR Refrigerant (Portable)	125.00	625.00	1,875.00
Up to 1000 CFM Dessicant	895.00	4,475.00	13,425.00
Up to 3000 CFM Dessicant	1,050.00	5,250.00	15,750.00
Up to 5000 CFM Dessicant	1,295.00	6,475.00	19,425.00
Up to 6000 CFM Dessicant	1,395.00	6,975.00	20,925.00
Up to 8500 CFM Dessicant	1,950.00	9,750.00	29,250.00
Up to 15000 CFM Dessicant	3,350.00	16,750.00	50,250.00
Up to 25000 CFM Dessicant	5,150.00	25,750.00	77,250.00
POWER AND DISTRIBUTION EQUIPMENT	DAILY	WEEKLY	MONTHLY
Up to 56kw	950.00	4,750.00	14,250.00
Up to 75kw	1,075.00	5,375.00	16,125.00
Up to 125kw	1,195.00	5,975.00	17,925.00
Up to 250kw	1,550.00	7,750.00	23,250.00
Up to 320kw	1,925.00	9,625.00	28,875.00
Up to 500kw	2,635.00	13,175.00	39,525.00
Up to 1000kw	5,150.00	25,750.00	77,250.00
4/0 Cabling, 50'	50.00	250.00	750.00
Electrical Cord, Grounded 220v S/O (25')	12.00	60.00	180.00
Power Distribution Panel, 50A	75.00	375.00	1,125.00
Routine Maintenance, Fuel and Delivery charges	N/A	Cost plus 20%	
SUPPORT EQUIPMENT	UNIT	RATE	
Air Movers, Centrifugal	DAY	25.00	
Air Movers, Axial	DAY	35.00	
HEPA Filtration Unit, 2000cfm	DAY	185.00	
Injecti-Dry®	DAY	100.00	
Moisture Reading Package	One Time Per Job	500.00	
EXPENSE RATES:	UNIT	RATE	
Third-party expenses	N/A	Cost plus 20%	
Per Diem, Meals and Lodging, PER PERSON PER DAY	DAY	GSA	
Mileage	MILE	0.56	

11-02 Queens Plaza South
Long Island City, New York 11101

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10d

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEMS: Grant Management for FEMA Submissions – Recovery from Hurricane Michael

DIVISION: Maintenance and Finance Departments

PURPOSE AND SUMMARY OF ITEMS: Board approval is requested for Grant Management for FEMA submissions pertaining to Hurricane Michael. These services have been competitively bid through the Houston-Galveston Area Council of Governments and are an approved FEMA contractor.

This firm would work with the District to provide the essential documentation to FEMA to ensure the reimbursement process.

FUND SOURCE: Paid initially by District; then submitted for reimbursement by FEMA

AMOUNT: Time and Materials as outlined in Fee Schedule

PREPARED BY: Bonnie Wood and William Hunter

POSITION: Finance Director and Director of Maintenance.

This is a contract (hereinafter referred to as the "Agreement") effective as of November 20, 2018 between Gadsden County School District ["CLIENT"], having its principal office at 35 Martin Luther King, Jr. Blvd, Quincy, Florida 32351 and Rostan Solutions, LLC ["ROSTAN"], a limited liability company chartered under the laws of the State of Florida, having its principal place of business at 3433 Lithia Pinecrest Road, #287, Valrico, FL 33596.

The CLIENT requires the services of a qualified firm to perform certain professional services for the CLIENT at various locations. The CLIENT has carefully reviewed the Houston-Galveston Area Council of Governments ["HGAC"] Scope of Services for "All Hazards Preparedness, Planning, and Recovery Services" and seeks to select ROSTAN to provide certain services following "Hurricane Michael."

The CLIENT intends to engage ROSTAN to perform certain professional services related to Debris Monitoring under FEMA's Public Assistance Program, as well as any other services identified within the Scope of Services included with the attached HGAC Proposal including, but not limited to: Stafford Act Section(s) 404 and 406 Hazard Mitigation Proposal/Application Development, Environmental Consulting, Technical Assistance, Grant Management Consulting, and Disaster Recovery Services. These services are described in greater detail within *Schedule E: HGAC Scope of Services and RFP Response [Rostan Solutions LLC]*

The scope of work under this agreement will have the following characteristics: On an as-needed basis, the CLIENT will issue Task Orders to ROSTAN describing the work required under this Agreement, containing a mutually-agreed upon "Not to Exceed" cost, with all included work being directly related to those services originally sought by the CLIENT. In response, ROSTAN will prepare a scope of work and cost estimate which shall become part of the Task Order upon execution by both parties.

In consideration of the mutual promises herein, ROSTAN and the CLIENT agree that the terms and conditions of this Agreement are as follows:

1. BASIC SERVICES

- 1.1. **Scope.** ROSTAN shall provide the Basic Services as described in individual Task Orders authorized in writing by the CLIENT. A sample Task Order form is provided in Schedule A. The Task Order format may be modified from time to time. ROSTAN's obligations under this Agreement are solely for the benefit of the CLIENT and no other party is intended to benefit or have rights hereunder.
- 1.2. **Standard of Care.** ROSTAN shall perform the professional services under this Agreement at the level customary for competent and prudent professionals performing such services at the time and place where the services are provided. These services will be provided by ROSTAN's recovery and mitigation professionals and other professionals and individuals skilled in other technical disciplines, as appropriate.
- 1.3. **Instruments of Service.** ROSTAN is responsible for the professional quality, technical accuracy, timely completion, and the coordination of all instruments of its services including designs, drawings, specifications, reports [collectively called **Service Instruments**] and other services provided under this Agreement.
- 1.4. **End-Users Software License.** RESERVED
- 1.5. **Applicable Codes.** The Service Instruments will conform to the generally accepted codes and regulations applicable to the Project at the time of performance.
- 1.6. **Subcontractors.** Any subcontractors and outside associates of ROSTAN to be engaged by ROSTAN under this Agreement are limited to those identified in executed Task Orders or as the CLIENT specifically approves during the performance of a Task Order.
- 1.7. **Title to Hazardous Materials.** The CLIENT and ROSTAN agree that title to all types of hazardous or toxic wastes, materials, or substances originating at or removed from the Site will remain with the CLIENT.
- 1.8. **Transportation or Disposal of Hazardous Materials.** The CLIENT further agrees that, if this Agreement requires the containerization, transportation, or disposal of any hazardous or toxic wastes, materials or substances, ROSTAN is not, and has no authority to act as a generator, arranger, transporter, or disposer of any hazardous or toxic wastes,

materials or substances that may be found or identified on, at, or around CLIENT's premises. In this regard, the CLIENT and ROSTAN agree as follows:

- 1.8.1. ROSTAN may assist the CLIENT in obtaining the services of licensed hazardous materials contractors for the transportation and disposal of all hazardous or toxic wastes, materials or substances. ROSTAN shall not contract directly for these services.
- 1.8.2. It is understood by both the CLIENT and ROSTAN that the CLIENT will provide all required hazardous or toxic wastes, materials or substance generator numbers, signed manifests, storage and treatment permits, and any permits or licenses required by local, state, or federal laws or regulations for the generation, transportation, storage, treatment and/or disposal of any hazardous or toxic wastes, materials or substances.

2. THE CLIENT'S RESPONSIBILITIES

Unless stated otherwise in Section 7 or in individual Task Orders, the CLIENT shall do the following in a timely manner:

- 2.1. **The CLIENT's Representative.** The CLIENT will designate a representative having authority to give instructions, receive information, define the CLIENT's policies, and make decisions with respect to individual Task Orders.
- 2.2. **Project Criteria.** Provide criteria and information as to the CLIENT's requirements for a Task Order, including design objectives and constraints, space, capacity, scope of work, task assignments, and performance requirements, and any budgetary limitations to the extent known to the CLIENT.
- 2.3. **Data.** Provide all available information, including previous reports and any other data in the possession of the CLIENT relevant to a Task Order.
- 2.4. **Access.** Arrange for ROSTAN to enter upon public property as mandated by the CLIENT.
- 2.5. **Review.** Respond to ROSTAN's request for decisions or determinations.
- 2.6. **Meetings.** Hold or arrange to hold meetings required to assist in the work required by a Task Order.
- 2.7. **Project Developments.** Give prompt written notice to ROSTAN whenever the CLIENT observes or otherwise becomes aware of any development that affects the scope or timing of ROSTAN's services.

3. PERIODS OF SERVICE

- 3.1. **Time of Performance.** Sections 3 and 4 anticipate the orderly and continuous progress of Task Orders through completion of each Task Order's scope of work.
- 3.2. **Start of Performance.** ROSTAN will start the Services described in each Task Order upon authorization by the CLIENT. If the CLIENT gives authorization before signing a Task Order, ROSTAN shall be paid as if the services had been performed after both parties signed the Task Order. Task orders will only be valid if signed by the CLIENT's authorized representative.
- 3.3. **Force Majeure.** If a force, event, or circumstance beyond ROSTAN's or the CLIENT'S control interrupts or delays ROSTAN's performance, the time of performance shall be equitably adjusted.
- 3.4. **Term.** This Agreement shall be in effect for 12 months from the effective date, with two, one-year extensions available upon mutual consent of the parties.

4. COMPENSATION

- 4.1. **ROSTAN Services.** Based upon the Scope of Services provided for in each Task Order issued pursuant to the Agreement and Fee Schedule (Schedule B), the CLIENT shall pay ROSTAN the amount stated in invoices issued for and in accordance with each Task Order for actual work performed and reimbursable expenses incurred during the period covered by the invoice, subject to the funding limits established in each task order. Invoices are payable by the CLIENT within 30 days after receipt of invoice.
- 4.2. **Late Payments/Interest Charges.** Accounts not paid within the terms of this Agreement are subject to a 1.5% monthly finance charge, waivable in whole or in part by ROSTAN at its discretion.

5. OPINIONS OF CONSTRUCTION COST

5.1. **Construction Cost.** If required by this Subcontract, opinions related to cost given by ROSTAN are subject to the following. ROSTAN has no control over the cost of labor, materials, equipment or services furnished by others, or over a Contractor's or disposal site methods of determining prices, or over competitive bidding or market conditions. ROSTAN's opinion of probable cost is made on the basis of ROSTAN's experience and qualifications and represents ROSTAN's judgment as an experienced and qualified professional firm, familiar with the disaster recovery industry. ROSTAN does not guarantee that proposals, bids or actual project cost will not vary from ROSTAN's opinions of probable cost.

6. GENERAL CONSIDERATIONS

6.1. **Changes.** By written and/or electronic notice at any time, the CLIENT may change services required by a Task Order, provided such changes are within the general scope of the services contemplated by this Agreement, subject to validation under any applicable cost or price analysis required by federal, state, or local law. In such event, an equitable adjustment both in the compensation for and time of performance of the adjusted Task Order shall be made in writing prior to ROSTAN performing the changed services. Such changes can only be required by the CLIENT's authorized representative.

6.2. **Access to Records.** The following access to records requirements apply to ROSTAN, which includes its successors, transferees, assignees, and subcontractors: (a) ROSTAN agrees to provide the CLIENT, the State of Florida, the FEMA Administrator, the Comptroller General of the United States, or any of their authorized representatives access to any books, documents, papers, and records which are directly pertinent to this Agreement for the purpose of making audits, examinations, excerpts, and transcriptions; (b) ROSTAN agrees to permit any of the foregoing parties to reproduce by any means whatsoever or to copy excerpts and transcriptions as reasonably needed; and (c) ROSTAN agrees to provide the FEMA Administrator or his authorized representatives access to construction or other work sites pertaining to the work being completed under this Agreement.

6.3. **Confidentiality and Proprietary Information.** ROSTAN will hold secret and confidential all information designated by the CLIENT as confidential ["Confidential Information"]. ROSTAN will not reveal Confidential Information to a third party unless: (a) the CLIENT consents in writing; (b) the information is or becomes part of the public domain; (c) applicable law, regulation, court order or an agency of competent jurisdiction requires its disclosure; or (d) failure to disclose the information would pose an imminent and substantial threat to human health or the environment. All drawings, specifications, technical information, and other information furnished to CLIENT by ROSTAN or developed by ROSTAN in connection with the work are, and will remain, the property the CLIENT.

6.4. **Disputes.** If a dispute or complaint [collectively referred to as a "Dispute"] arises concerning this Agreement, the CLIENT and ROSTAN will negotiate a resolution of the Dispute. Should negotiation be unsuccessful, mediation of the Dispute by a third party shall follow. Any time which elapses in attempting to resolve the Dispute through either or both negotiation or mediation shall extend day-for-day any applicable statute(s) of repose or limitation of actions.

6.4.1. **Negotiation.** Following written notice of a Dispute, a minimum of one face-to-face meeting (or less if the Dispute is resolved) shall be held.

6.4.2. **Mediation.** If negotiation is unsuccessful, a mutually acceptable third party [**Facilitator**] having expertise in the subject of the Dispute shall be engaged to mediate the Dispute. The fee and expenses of the Facilitator shall be shared equally by the parties to the Dispute. The parties may present evidence and arguments to the Facilitator. Unless the Facilitator and the parties agree otherwise, a minimum of one face-to-face meeting shall be held within the sixty-day period beginning on the date of the Facilitator's engagement. Following the meeting or earlier if appropriate, the Facilitator shall report to the parties whether he believes the Dispute is resolvable through mediation. At that point the parties shall elect (a) to continue mediation, (b) replace the Facilitator and continue mediation, or (c) end mediation. If the mediation is ended, the parties may litigate the Dispute.

6.5. **Remedies.** Nothing in this Agreement otherwise prevents the CLIENT from utilizing any available remedies, administrative, contractual, or legal, where ROSTAN has been found to have violated or breached the terms of this

Agreement, subject to the Limitation of Liability provision below.

- 6.6. **Insurance.** ROSTAN will maintain **insurance** against the following risks during the term of the Agreement: (a) workers compensation in statutory amounts and employer's liability for ROSTAN's employees' project-related injuries or disease; (b) general liability and automobile liability each in the amount of \$1,000,000 for personal injury or property damage to third parties which arises from ROSTAN's performance under this Agreement; and (c) professional liability in the amount of \$1,000,000 for legal obligations arising out of ROSTAN's failure to meet the Standard of Care.
- 6.7. **Indemnification.**
- 6.7.1. ROSTAN hereby agrees to indemnify and hold the CLIENT harmless from and against any and all losses, damages, settlements, costs, charges, or other expenses or liabilities of every kind and character arising out of or relating to any and all claims, liens, demands, obligations, actions, proceedings, or causes of action of every kind and character arising out of the negligent acts, errors, or omissions of ROSTAN or others for whose acts ROSTAN is responsible under this Agreement.
- 6.7.2. The CLIENT hereby agrees to indemnify and hold ROSTAN harmless from and against any and all losses, damages, settlements, costs, charges, or other expenses or liabilities of every kind and character arising out of or relating to any and all third party claims, liens, demands, obligations, actions, proceedings, or causes of action of every kind and character arising from performance of the CLIENT of its obligations under this Agreement, and the performance hereunder of its employees, agents or others for whose acts the CLIENT is responsible under this Agreement.
- 6.8. **Limitation of Liability.** Notwithstanding any other provision of this Agreement and to the fullest extent permitted by law the parties agree that neither the CLIENT nor ROSTAN shall be liable to each other for any special, indirect or consequential damages, whether caused or alleged to be caused by negligence, strict liability, breach of contract or warranty under this Agreement. Except for amounts for which indemnification is given by ROSTAN hereunder, in no event will ROSTAN's liability to the CLIENT, whether in contract, tort or any other theory of liability, exceed ROSTAN's fees for services from which the liability arises.
- 6.9. **Reserved.**
- 6.10. **Interpretation.** This Agreement shall be interpreted in accordance with the laws of the State of Florida.
- 6.11. **Successors.** This Agreement is binding on the successors and assigns of the CLIENT and ROSTAN. The Agreement may not be assigned in whole or in part to any third parties without the written consent of the CLIENT.
- 6.12. **Independent Contractor.** ROSTAN represents that it is an independent contractor and is not an employee of the CLIENT.
- 6.13. **Notices.** Written notices may be delivered in person or by certified mail, or by facsimile, or by courier or by email. All notices shall be effective upon the date of receipt by the party.
- 6.14. **Entire Agreement.** This Agreement, including ROSTAN's Schedules, Attachments, and Task Orders executed pursuant to this Agreement, is the entire agreement between the CLIENT and ROSTAN. Any prior or contemporaneous agreements, promises, negotiations or representations not expressly stated herein are of no force and effect. Any changes to this Agreement shall be in writing and signed by the CLIENT and ROSTAN.
- 6.15. **Waivers and Severability.** A waiver or breach of any term, condition, or covenant by a party shall not constitute a waiver or breach of any other term, condition or covenant. If any court of competent jurisdiction declares a provision of this Agreement invalid, illegal, or otherwise unenforceable, the remaining provisions of the Agreement shall remain in full force and effect.

6.16. **Termination.** This Agreement may be terminated by either Party at will and without cause, at any time upon three (3) days prior written notice to the other Party, and shall remain in force until so terminated. All information, data, materials, software and any other materials provided to the Party must be returned to the other Party upon termination of the Agreement.

6.17. **Effective Date.** This Agreement is effective on the date shown on the cover page.

7.0 SPECIAL PROVISIONS, EXHIBITS and SCHEDULES.

7.1 **Special Provisions.** This Agreement is subject to the following special provisions: **Duties and Responsibilities of ROSTAN.** ROSTAN or its representatives may be on site during the various stages of the work to observe the progress and quality of the work and to determine, in general, if the work is proceeding in accordance with the intent of the Agreement. Visits and observations made by ROSTAN will not relieve other contractors of their obligation to conduct comprehensive inspections of the work, to furnish materials, to perform acceptable work, and to provide adequate safety precautions.

7.2 **Limitations of ROSTAN's Responsibilities.** ROSTAN will not be responsible for other contractors' means, methods, techniques, sequences or procedures of the work, or the safety precautions, including compliance with the programs incident thereto. ROSTAN will not be responsible for contractors' or their subcontractor's failure to perform the work in accordance with their contract with the CLIENT or any other agreement. ROSTAN will not be responsible for the acts or omissions of contractors, their subcontractors or any other contractors, or any of its or their agents or employees or any other persons at the site or otherwise performing any of the work.

7.3 **Schedules.** The following **Schedules** are attached to and made a part of this Agreement:

7.3.1 **Schedule A:** *Sample Task Order*

7.3.2 **Schedule B:** *Fee Schedule Per HGAC Contract*

7.3.3 **Schedule C:** *Required Clauses – Contract Provisions for Non-Federal Entity Contracts Under Federal Awards Under 2 CFR Part 200*

7.3.4 **Schedule D:** *Anti-Lobbying Certification*

7.3.5 **Schedule E:** *HGAC Scope of Services and RFP Response [Rostan Solutions LLC]*

7.4 **Required Contract Provisions for Non-Federal Entity Contracts Under Federal Awards.** In addition to the terms and conditions expressed within this Agreement, the Code of Federal Regulation ("CFR") Part 200.326 requires that contracts made by non-Federal entities under a Federal award must contain certain provisions and/or clauses, as applicable, to the contract. These clauses are identified in 2 CFR Part 200 Appendix II, and by their inclusion within Schedule C "*Required Clauses – Contract Provisions for Non-Federal Entity Contracts Under Federal Awards Under 2 CFR Part 200*", are incorporated into the terms of this Agreement, as applicable, and any Task Orders issued by the CLIENT.

Execution Authority. This Agreement is a valid and authorized undertaking of the CLIENT and ROSTAN. The representatives of the CLIENT and ROSTAN who have signed below have been authorized to do so.

IN WITNESS WHEREOF, the parties hereto have made and executed this Agreement as of the day and year shown on the cover page.

GADSDEN COUNTY SCHOOL DISTRICT

ROSTAN SOLUTIONS, LLC



CONTRACT AGREEMENT FOR PROFESSIONAL SERVICES

Between Gadsden County School District (FL) and Rostan Solutions, LLC

By: _____

By: _____

Title: _____

Title: Tommy B. Horton, Vice President

Date: _____

Date: 11/15/2018

SAMPLE

SAMPLE

Schedule A

PROFESSIONAL SERVICES TASK ORDER

Project Number--Task Order Number: _____ -- _____

Task Order Date: _____

Subject to the Agreement between *the CLIENT* [the CLIENT] and *ROSTAN* [ROSTAN], effective _____, _____, 2018 the CLIENT hereby authorizes ROSTAN to perform services as specified in this Task Order and in accordance with the above-mentioned Agreement.

1. Basic Project Information.

Project Name: SAMPLE _____

Project Number: _____

Project Location: _____

CLIENT Representative: _____

ROSTAN Representative: _____

2. **Scope of Services:** ROSTAN shall perform its Services as described in Attachment 1, Scope of Services, attached and incorporated into this Task Order.

3. **Period of Service:** The period of service shall be: _____.

4. **Compensation:** ROSTAN's compensation under this Task Order, which shall not be exceeded without prior written authorization of the CLIENT, is \$ _____.

5. This Task Order's Pricing Schedule is incorporated and provided as Attachment 2.

6. **Special Conditions:** This Task Order is subject to the special terms and conditions as described in Attachment 3, attached and incorporated into this Task Order.

7. **Amendment:** [_____] This Task Order amends a previously executed Task Order No. _____, Date _____

ISSUED AND AUTHORIZED BY:
[CLIENT]

ACCEPTED AND AGREED TO BY:
ROSTAN SOLUTIONS, LLC

By: _____

By: _____

Title: _____

Title: _____

SAMPLE

SAMPLE

PROFESSIONAL SERVICES TASK ORDER

Task Order Number: _____

PROFESSIONAL SERVICES TASK ORDER

Task Order Number: _____

Attachment 1
Scope of Services

PROFESSIONAL SERVICES TASK ORDER

Task Order Number: _____

Attachment 2
Fee Schedule

PROFESSIONAL SERVICES TASK ORDER

Task Order Number: _____

Attachment 3
Special Conditions

**Schedule B
Fee Schedule Per HGAC Contract**

Labor Category	Hourly Rates
<u>RATES RELATED TO DEBRIS MONITORING OPERATIONS</u>	
**ROSTAN exclusively uses the HaulPass® ADMS for all data collection efforts eliminating the need for Data Entry Clerks. Costs associated with the utilization and deployment of HaulPass® are included in the below listed rates.	
Project Manager	\$74.00
Deputy Project Manager	\$64.00
Operations Manager	\$58.00
GIS Analyst	\$55.00
Environmental / Technical Specialist	\$65.00
Health & Safety Officer	\$60.00
Field Supervisor	\$42.00
Data Manager	\$58.00
Debris Site/Tower Monitor	\$32.00
Crew Monitors	\$32.00
Citizen Drop-off Monitor	\$28.00
Project Coordinator	\$36.00
Administrative Assistant/Call Center Staff	\$29.00
Billing/Invoice Manager	\$39.00
Public Assistance Reimbursement Manager	\$120.00
Public Assistance Reimbursement Specialist	\$95.00
<u>RATES RELATED TO PUBLIC ASSISTANCE / GRANTS MANAGEMENT / PLANNING SERVICES</u>	
Subject Matter Expert	\$190.00
Senior FEMA Specialist	\$185.00
Principal/Program Manager	\$180.00
Project Manager	\$168.00
Senior Grants Management Consultant	\$185.00
Project Grants Management Consultant	\$155.00
Grants Management Consultant	\$120.00
Junior Grants Management Consultant	\$105.00
Grants Administrator	\$85.00
Floodplain Mgmt Specialist	\$135.00
BCA Specialist	\$145.00
Grants Data Specialist	\$110.00
GIS / HAZUS Specialist	\$125.00
Senior Field Technician	\$64.00
Field Technician	\$52.00
Administrative Specialist	\$39.00
Note: Rates are inclusive of all costs with the exception to those expenses related to airfare, allowable mileage and/or rental vehicles, rental vehicle petroleum products and lodging. Expenses will be directly passed through without markup. Receipts will be provided.	

Schedule C**Required Clauses – Contract Provisions for Non-Federal Entity Contracts Under Federal Awards Under 2 CFR Part 200**

Throughout the performance of any work under this Agreement, ROSTAN (hereinafter "CONTRACTOR") agrees to abide by the following clauses and requirements:

1. **Equal Employment Opportunity.** During the performance of this Agreement, the CONTRACTOR agrees as follows:
 - a. CONTRACTOR will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. CONTRACTOR will take affirmative action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, or national origin. Such action shall include, but not be limited to the following: Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. CONTRACTOR agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided setting forth the provisions of this nondiscrimination clause.
 - b. CONTRACTOR will, in all solicitations or advertisements for employees placed by or on behalf of the CONTRACTOR, state that all qualified applicants will receive considerations for employment without regard to race, color, religion, sex, or national origin.
 - c. CONTRACTOR will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice to be provided advising the said labor union or workers' representatives of CONTRACTOR's commitments under this section and shall post copies of the notice in conspicuous places available to employees and applicants for employment.
 - d. CONTRACTOR will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.
 - e. CONTRACTOR will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the administering agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.
 - f. In the event of CONTRACTOR's noncompliance with the nondiscrimination clauses of this contract or with any of the said rules, regulations, or orders, this Agreement may be canceled, terminated, or suspended in whole or in part and the CONTRACTOR may be declared ineligible for further Government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions as may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.
 - g. The CONTRACTOR will include the portion of the sentence immediately preceding paragraph (a) and the provisions of paragraphs (a) through (g) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The CONTRACTOR will take such action with respect to any subcontract or purchase order as the administering agency may direct as a means of enforcing such provisions, including sanctions for noncompliance: Provided, however, That in the event that CONTRACTOR becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the

administering agency the CONTRACTOR may request the United States to enter into such litigation to protect the interests of the United States.

2. **Compliance with the Davis-Bacon Act and the Copeland "Anti-Kickback" Act.** As required by Federal program legislation:
 - a. CONTRACTOR agrees that it shall comply with the *Davis-Bacon Act (40 USC 3141-3144 and 3146-3148)* as supplemented by the Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction").
 - i. In accordance with the statute, CONTRACTOR is required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, CONTRACTOR shall pay wages not less than once a week. CONTRACTOR agrees that, for any Task Order to which this requirement applies, the Contract is conditioned upon CONTRACTOR's acceptance of the wage determination.
 - b. CONTRACTOR agrees that it shall comply with the *Copeland "Anti-Kickback" Act (40 USC 3145)*, as supplemented by the Department of Labor regulations (29 CFR Part 3, "CONTRACTORS and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States") and are incorporated by reference into this Agreement.
 - i. Contractor. The CONTRACTOR shall comply with 18 U.S.C. § 874, 40 U.S.C. § 3145, and the requirements of 29 C.F.R. pt. 3 as may be applicable, which are incorporated by reference into this Agreement.
 - ii. Subcontracts. The CONTRACTOR or subcontractor shall insert in any subcontracts the clause above and such other clauses as the FEMA may by appropriate instructions require, and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for the compliance by any subcontractor or lower tier subcontractor with all of these contract clauses.
 - iii. Breach. A breach of the contract clauses above may be grounds for termination of the contract, and for debarment as a CONTRACTOR and subcontractor as provided in 29 C.F.R. § 5.12.
3. **Compliance with the Contract Work Hours and Safety Standards Act.**
 - a. Overtime requirements. The CONTRACTOR or subcontractor contracting for any part of the contract work which may require or involve the employment of laborers or mechanics shall not require nor permit any such laborer or mechanic in any workweek in which he or she is employed on such work to work in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times the basic rate of pay for all hours worked in excess of forty hours in such workweek.
 - b. Violation; liability for unpaid wages; liquidated damages. In the event of any violation of the clause set forth in paragraph (1) of this section the CONTRACTOR and any subcontractor responsible therefor shall be liable for the unpaid wages. In addition, the CONTRACTOR and subcontractor shall be liable to the United States (in the case of work done under contract for the District of Columbia or a territory, to such District or to such territory), for liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic, including watchmen and guards, employed in violation of the clause set forth in paragraph (a) of this section, in the sum of \$10 for each calendar day on which such individual was required or permitted to work in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in paragraph (a) of this section.
 - c. Withholding for unpaid wages and liquidated damages. The CLIENT shall upon its own action or upon written request of an authorized representative of the Department of Labor withhold or cause to be withheld, from any moneys payable on account of work performed by the CONTRACTOR or subcontractor under any such contract or any other Federal contract with the same prime contractor, or any other federally-assisted contract subject to the *Contract Work Hours and Safety Standards Act*, which is held by the same prime contractor, such sums as may be determined to be necessary to satisfy

any liabilities of such CONTRACTOR or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in paragraph (b) of this section.

- d. **Subcontracts.** The CONTRACTOR or subcontractor shall insert in any subcontracts the clauses set forth in paragraph (a) through (d) of this section and a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime CONTRACTOR shall be responsible for compliance by any subcontractor or lower tier subcontractor with the clauses set forth in paragraphs (a) through (d) of this section.
4. **Rights to Inventions Made Under a Contract or Agreement.** As required by Federal program legislation, CONTRACTOR agrees to comply with the requirements of 37 C.F.R. Part 401 (Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements), and any implementing regulations issued by FEMA.
 5. **Clean Air Act and Federal Water Pollution Control Act.** As required by Federal program legislation: CONTRACTOR agrees to comply with the following federal requirements:
 - a. Clean Air Act.
 - i. The CONTRACTOR agrees to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. (2)
 - ii. The CONTRACTOR agrees to report each violation to the CLIENT] and understands and agrees that the CLIENT will, in turn, report each violation as required to assure notification to the State of Florida, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.
 - iii. The CONTRACTOR agrees to include these requirements in each subcontract exceeding \$150,000 financed in whole or in part with Federal assistance provided by FEMA.
 - b. Federal Water Pollution Control Act
 - i. The CONTRACTOR agrees to comply with all applicable standards, orders or regulations issued pursuant to the Federal Water Pollution Control Act, as amended, 33 U.S.C. 1251 et seq.
 - ii. The CONTRACTOR agrees to report each violation to the CLIENT and understands and agrees that the CLIENT will, in turn, report each violation as required to assure notification to the State of Florida, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.
 - iii. The CONTRACTOR agrees to include these requirements in each subcontract exceeding \$150,000 financed in whole or in part with Federal assistance provided by FEMA.
 6. **Suspension and Debarment.**
 - a. This contract is a covered transaction for purposes of 2 C.F.R. pt. 180 and 2 C.F.R. pt. 3000. As such the CONTRACTOR is required, and will, verify that neither CONTRACTOR, its principals (defined at 2 C.F.R. § 180.995), nor its affiliates (defined at 2 C.F.R. § 180.905) are excluded (defined at 2 C.F.R. § 180.940) or disqualified (defined at 2 C.F.R. § 180.935).
 - b. The CONTRACTOR will comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C and must include a requirement to comply with these regulations in any lower tier covered transaction it enters.
 - c. CONTRACTOR's certification is a material representation of fact relied upon by the CLIENT. If it is later determined that the CONTRACTOR did not comply with 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C, in addition to remedies available to State of Florida, the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment.
 - d. The CONTRACTOR agrees to comply with the requirements of 2 C.F.R. pt. 180, subpart C and 2 C.F.R. pt. 3000, subpart C throughout the period this Agreement. The CONTRACTOR further agrees to include a provision requiring such compliance in its lower-tier covered transactions.
 7. **Byrd Anti-Lobbying Amendment, 31 U.S.C. § 1352 (as amended)**
 - a. The CONTRACTOR certifies to the CLIENT that it has not and will not use Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or

employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. *The required Certification is provided as an addendum to this Agreement.*

- b. CONTRACTOR will also ensure that each tier of subcontractor(s) shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures will be forwarded from tier-to-tier up to the CLIENT.
8. **Procurement of Recovered Materials.** As required by federal program legislation, CONTRACTOR agrees to the following:
- a. In the performance of this contract, the CONTRACTOR shall make maximum use of products containing recovered materials that are EPA-designated items unless the product cannot be acquired:
 - i. competitively within a timeframe providing for compliance with the contract performance schedule;
 - ii. meeting contract performance requirements; or
 - iii. at a reasonable price.
 - b. Information about this requirement, along with the list of EPA-designate items, is available at EPA's Comprehensive Procurement Guidelines web site, <https://www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program>.
9. **DHS Seals, Logos, and Flags.** The CONTRACTOR shall not use the DHS seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA pre-approval.
10. **Compliance with Federal Law, Regulations, and Executive Orders.** The CONTRACTOR acknowledges that FEMA financial assistance will be used to fund the contract only. The CONTRACTOR will comply with all applicable federal law, regulations, executive orders, FEMA policies, procedures, and directives.
11. **No Obligation by Federal Government.** "The Federal Government is not a party to this contract and is not subject to any obligations or liabilities to the non-Federal entity, CONTRACTOR, or any other party pertaining to any matter resulting from the contract.
12. **Program Fraud and False or Fraudulent Statements or Related Acts.** The CONTRACTOR acknowledges that 31 U.S.C. Chap. 38 (Administrative Remedies for False Claims and Statements) applies to the CONTRACTOR actions pertaining to this Agreement.

Schedule D

Anti-Lobbying Certification Form

[provided on the following page]

Schedule E

HGAC Scope of Services and RFP Response [Rostan Solutions LLC]

[provided on the following pages]

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10e

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEMS: Bidding of Public Adjuster – Recovery from Hurricane Michael

DIVISION: Maintenance and Finance Departments

PURPOSE AND SUMMARY OF ITEMS: Board approval is requested for Public Adjuster services bid in accordance with procurement rules and regulations. Attached is an excerpt from the Request for Proposals utilized for the bidding of the services. Bid opening was scheduled for Monday, November 19, 2018.

Board approval is requested for granting the Superintendent authority to complete negotiations with the recommended vendor based on the bidding process. The fee to be paid would not exceed 10% of the recovered funds.

FUND SOURCE: To be paid from insurance claim proceeds

AMOUNT: Not to exceed 10% of funds received due to Public Adjuster's services

PREPARED BY: Bonnie Wood and William Hunter

POSITION: Finance Director and Director of Maintenance.

Gadsden County School District's

(GCPS)

Request for Proposals (RFP)

Public Adjuster Services



"Putting Children First"

Roger P. Milton
Superintendent

District Wide, Gadsden County Florida

Date Issued: 11/9/2018

Date Due: 11/19/2018

RFP Number: 1819 – 100

GCPS's Purchasing Department Attn: Shirley Alday

35 Martin Luther King Jr. Blvd., Quincy

Office: (850) 627-9651 ext. 1287, E-mail: aldays@gcpsmail.com

ADVERTISEMENT

The Gadsden County School Board**Is seeking proposals for the professional services of a Public Adjuster.****These services shall be for appraising and negotiating the School Board's insurance claims District wide.**

The School Board of Gadsden County, Quincy Florida, invites qualified Public Adjusters to submit sealed proposals for the above referenced services with the intent of securing a continuing services contract.

Proposers must possess the following minimum qualifications to be considered:

1. Properly licensed and insured in the State of Florida as a Public Adjuster
2. A minimum of 5 years in business in good standing
3. Successfully completed contracts of similar size and scope
4. Adequately staffed to meet District needs
5. Financially stable

An RFP package may be downloaded off the Gadsden County Schools' web site, www.gcps.k12.fl.us. Additional requirements and mandatory forms are contained in it. Participants must thoroughly familiarize themselves with all instructions in the proposal package to be responsive.

There will be no mandatory pre-submission conference or site visit for this RFP. Public Adjusters wishing to tour district sites may do so by scheduling visits through the Facilities Department. E-mail Bill Hunter; hunterw@gcpsmail.com to schedule visits.

Proposals shall be delivered to the Gadsden County School's Purchasing office located at 35 Martin Luther King Jr. Blvd., Walker Administration Building, by **1:45 pm**, on **11/19/2018**. Proposal will be opened on **11/19/2018** at **2:00 pm** in the Walker Administration Building located at 35 Martin Luther King Jr. Blvd., Quincy, FL 32351

Recommendation will be made to the Board, providing the proposals have been submitted in accordance with the requirements of this RFP.

Please direct all questions to: The Purchasing Department of Gadsden County Schools
Attn: Shirley Alday, 35 Martin Luther King Jr. Blvd., Quincy, FL 32351
Office: **(850) 627-9651** ext. 1287, E-mail: aldays@gcpsmail.com

Any person with a disability requiring special accommodations at the pre-bid conference and/or bid/proposal opening shall contact Purchasing at the phone number above at least five (5) working days prior to the event. If you are hearing or speech impaired, please contact the Purchasing office by using the Florida Relay Services, phone number 1 (800) 955-8771 (TTY).

SCHEDULE OF EVENTS

Summary: A schedule of events shall be established that will govern all action items related to the competitive solicitation process. This schedule shall be strictly maintained.

Failure by any proposer to meet the event schedule will disqualify that proposer from participating in this RFP but does not disqualify that Proposer from participation in other RFPs.

Schedule of Events

Description	Date	Time
Public posting	<u>11/9/2018</u>	<u>6:00 pm</u>
Last day for written inquiries	<u>11/13/2018</u>	<u>4:00 pm</u>
Anticipated answers to questions	<u>11/13/2018</u>	<u>5:00 pm</u>
Proposal due date	<u>11/19/2018</u>	<u>1:45 pm</u>
Proposal opening	<u>11/19/2018</u>	<u>2:00 pm</u>
Anticipated start of evaluation	<u>11/19/2018</u>	<u>3:00 pm</u>
Anticipated recommendations to the Board	<u>11/20/2018</u>	<u>6:00 pm</u>

INSTRUCTIONS TO PROPOSERS**PART 1 – GENERAL CONDITIONS**

- 1.1 All Correspondence, communication, and all informational exchanges shall be coordinated through Gadsden County Public School's (GCPS') Purchasing office. Follow all instructions listed. Failure to do so could result in disqualification.
- 1.2 **Nonacademic Purchases:** The Gadsden County School Board, prior to the release of this Request, has reviewed the purchasing agreements and state term contracts to determine whether it is in the school board's economic advantage to use the agreements and contracts.
- 1.3 **Vendor Registration:** All individuals or firms wishing to do business with The Gadsden County School District, whether a Consultant, Contractor, Subcontractor or Material provider, must register as a Vendor prior to submitting a Bid or Proposal. A Vendor ID No. is mandatory for receiving a PO.
 - A. If you are not a registered GCPS vendor, you will need to complete the W-9 form and return it to GCPS Purchasing office.
 - B. If you previously registered as a vendor and received your vendor ID number there is no need to re-submit, just reference your existing number on the Bid Form.
- 1.4 **Proposer Registration:** In addition to the Vendor Registration, proposers must register with GCPS' Purchasing Office in order to be placed on the mailing list for any forthcoming addenda or official communications. GCPS shall not be responsible for providing addendums to proposers that are not registered.
 - A. Failure to register as a prospective proposer may cause your proposal to be rejected if you have submitted without the most current addendum.
- 1.5 All purchases for services or commodities \$15,000.00 or more, whether a onetime purchase or an accumulation of like items, are required to be handled through a competitive bid, unless specifically exempt as indicated in DOE Rules and Regulations or Board Policy.
 - A. Competitive bids are mailed or delivered in a sealed envelope. The specified due date and time shall be strictly followed.
 - B. Purchases \$15,000 and up must be approved by the Gadsden County School Board.
- 1.6 **Subcontracting:** Where a proposer utilizes subcontracts in the performance of the Work the names of the subcontractors will be included as part of the proposal. The proposer shall submit a Subcontractors List. Form provided.
- 1.7 **Site Visits:** shall be scheduled by the owner to hours during which disruption of normal activities are minimized.
 - A. All proposers will check in with the Facilities Office before arriving at any of GCPS sites.

- B. Visitors shall be escorted by Facility staff or their representative. At no time are they allowed to enter school property without authorization and checking in.
 - C. **Contact, communication, videotaping or photographs of students or staff is strictly prohibited.**
 - D. Proper decorum and behavior appropriate to an educational facility is mandatory. Disruption of educational activities will not be tolerated.
 - E. District personnel are not authorized to interpret, clarify or modify the Request in any way.
 - 1. All interpretations, clarifications or modifications shall be by mean of an addendum issued from GCPS' purchasing department.
- 1.8 **Existing Conditions:** Failure of Proposer to acquaint itself with any applicable condition will not relieve it from the responsibility for properly estimating either the duration, difficulties, or the costs of successfully providing the services.
- 1.9 **Proposal Representation:** By submitting a proposal the Proposer represents that it has:
- A. Examined all Documents thoroughly.
 - B. Visited the site(s) to familiarize themselves with local conditions that may in any manner affect cost, progress or performance in providing the services.
 - C. Familiarized themselves with federal, state and local laws, ordinances, rules and regulations that may in any manner affect cost, progress or performance of the service.
- 1.10 **Interpretations:** All questions about the meaning or intent of the request shall be submitted only through GCPS' Purchasing Office who will log and forward for written clarifications.
- A. All answers will be by addenda. Only questions answered by formal written Addenda issued by GCPS' Purchasing Office will be binding. Oral and other interpretations or clarifications will be without legal effect.
 - B. Any items, materials, conditions, services, etc.... that may be alluded to in any documentation and that is not clearly understood by the proposer as to the Owner's intent, shall be clarified by the proposer prior to submitting. Failure to clarify any ambiguity shall not relieve the proposer from supplying the intent of the Owner as part of the base contract.
- 1.11 **Revisions and Amendments:** The Owner reserves the right to revise or amend the Request prior to the opening date. Such revisions and amendments, if any, will be announced by an addendum. The date set for the opening of Proposals may be postponed by as many days as the Owner deems adequate to estimate material and cost changes. In such cases the addendum will include an announcement of the new opening date. The proposers shall acknowledge receipt of all addenda by signing, dating, and returning the acknowledgment page of the addendum with their proposal.

- 1.12 **Insurance:** Evidence of current insurance or the ability to retain adequate insurance must accompany all bids or proposals. Before providing any services the Proposer, at its own expense, shall obtain for itself and its personnel and will maintain the following insurance coverage throughout the term of this Agreement. Certificates of Insurance acceptable to the Owner shall be filed with the Owner prior to commencement of the work.
- A. Prior to the start of each project, the Insurance requirements shall be reviewed and adjusted as required to fit specific project needs and stay current with laws and standards.
 - B. The amounts of insurance shown are minimum amounts required. GCPS does not represent that coverage and the limits specified herein will necessarily be adequate to cover Professional's liability. **It is the professional's responsibility to determine if added coverage is needed.**
 - 1. **Workers' Compensation:** The awarded Adjuster and all Subcontractors must include proof of current Workers' Compensation insurance with their Proposal or Bid. Such proof of insurance must be evidenced by a certificate of coverage issued by the carrier, a valid exemption certificate approved by the department of Financial Services or a copy of the employer's authority to self-insure. *F.S. 440 and 489.114.*
 - a. For major projects or continuing services where the aggregate awards are greater than \$10,000,000: A minimum \$2,000,000 per occurrence liability limit and a \$5,000,000 aggregate limit with a deductible not to exceed \$25,000 per occurrence is required
 - b. For projects or continuing services where the aggregate awards are \$10,000,000 or less: A \$1,000,000 per occurrence liability limit and a \$2,000,000 aggregate limit with a deductible not to exceed \$25,000 per occurrence is required.
 - 2. **Comprehensive general liability insurance:** in the minimum amounts of:
 - a. For major projects or continuing services where the aggregate awards are greater than \$10,000,000: A minimum \$2,000,000 per occurrence liability limit and a \$5,000,000 aggregate limit with a deductible not to exceed \$25,000 per occurrence is required.
 - b. For projects or continuing services where the aggregate awards are \$10,000,000 or less: A \$1,000,000 per occurrence liability limit and a \$2,000,000 aggregate limit with a deductible not to exceed \$25,000 per occurrence is required.
 - 3. **Automobile Liability** insurance with a minimum coverage of \$1,000,000 per accident, bodily injury and property damage.
 - 4. **Professional Liability (errors and omissions)** of the consultant in the execution of their services.
 - a. For major projects or continuing services where the aggregate awards are greater than \$10,000,000: A \$2,000,000 per occurrence liability limit

and a \$5,000,000 aggregate limit with a deductible not to exceed \$25,000 per occurrence is required.

- b. For projects or continuing services where the aggregate awards are is \$10,000,000 or less: A \$1,000,000 per occurrence liability limit and a \$2,000,000 aggregate limit with a deductible not to exceed \$25,000 per occurrence is required.
 - c. Insurance shall continue for not less than one (1) year following the completion of the performance or the attempted performance of the provisions of this agreement.
- C. All insurance policies shall be issued and countersigned by duly authorized representatives of such companies and except for Professional Liability, shall be written on ISO standard forms or their equivalent. Additionally, all insurance under this Section must be issued by an insurance company authorized to do business in the State of Florida and have an AM Best rating of A-, class IV or higher.
 - D. All insurance policies shall carry an endorsement which names The Gadsden County School Board, School Board's representatives and their respective trustees, directors, officers, employees and agents, as additional insured.
 - E. Copies of all insurance shall be provided to the Owner prior to the start of any work.
 - F. The Professional's policy shall be primary and any insurance carried by Owner (GCPS) shall be noncontributing with respect thereto.
 - G. The insurance certificate(s) shall provide that any such insurance policy shall not be canceled, terminated, non-renewed, or materially changed without thirty (30) days' prior written notice to the Owner. In addition, the insurance company and/or the Architect/Engineer must provide thirty (30) days prior written notice to the Owner of any reduction in any of the policy limits.
 - H. In the event the Professional's or its consultants fail to maintain the insurance required hereby, the Owner may, at its discretion, pay any premium necessary to maintain the coverage required hereby and deduct such premium costs from the Professional's fees under this Agreement.
 - I. The Professional shall require all subcontractors, consultants, and agents providing services on the Project to carry any and all insurance coverage that adequately covers each consultant's exposure based on the type of services they are providing in connection with the Project.
 - J. The Professional shall release and discharge the Owner and the Owner's Related Parties of and from all liability to the Professional, and to anyone claiming by, through or under the Professional, by subrogation or otherwise, on account of any loss or damage to tools, machinery, and equipment or other property, however caused.
 - K. The Professional must provide the Owner with a Certificate(s) of Insurance(s) reflecting all of the insurance coverage satisfying the above requirements not later than ten (10) calendar days after the Effective Date of an Agreement and prior to commencement of any operations or activities hereunder. Additionally, the insurance required under this Agreement shall be carried by the Professional at least until the

Project reaches Final Completion and is accepted by the Owner unless specified differently elsewhere in this document or the contract.

- L. The absence of a demand for any type of insurance certificates or policy or insurance condition, or for higher coverage limits shall not be construed as a waiver of the Professional's obligations to carry and maintain the appropriate types of insurances at limits that are appropriate to the liability exposure associated with this Agreement.
- 1.13 **Familiarity with Laws:** The proposer shall be familiar with and perform work in accordance with all Federal, State and Local laws, ordinances, rules and regulations affecting the work. Ignorance of them on the part of the Proposer shall in no way relieve it from responsibility.
- 1.14 **Florida Product and Labor:** *Section 255.04 F.S.* requires that on public building contracts, Florida products and labor shall be used when price and quality are equal to out of state submissions.
- 1.15 **Taxes and Assessments:** Although the Owner is not subject to the Florida Sales Tax, any contractor who purchases materials which will be used in the construction of a public works facility **will not** be exempt from the sales tax on those materials. *Section 192 F.S.*
- A. The owner is exempt from all Federal excise taxes on materials, appliances, etc., which are incorporated into and become a part of the finished improvements.
- 1.16 **Public Entity Crimes:** A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases or real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in *section 287.017 F.S.* for CATEGORY TWO for a period of 36 months from the date of being placed in the convicted vendor list.
- A. The Bidder shall complete and submit with their bid, a Public Entity Crime Statement Form, 04103, provided herein.
- 1.17 **Background Screening:** As required by the Jessica Lunsford Act [s.21 of Ch.2005-28, L.O.F.], if any contractor's employees/independent contractors or subcontractors, employees/independent contractor will have access to school grounds when students are present, have direct contact with students, or have access to our control of school funds, such personnel are required to be screened at Level 2, to include fingerprints, statewide criminal and juvenile justice records checks through the Florida Department of Law Enforcement and federal criminal records checks through the Federal Bureau of Investigation. [s.1012.465, Florida Statutes] The requirements of this law must be met in order for the SBGC to contract with your company. By responding to this Invitation to Bid, you agree to abide by all SBGC policies and procedures in regards to Florida Statutes sections 1012.315, 1012.32, 1012.465 **The Jessica Lunsford Act**, 1012.467 and 1012.468 There is a fingerprinting fee associated with these procedures. Refer to the School Board website (<http://www.gcps.k12.fl.us/>), Jessica Lunsford Act. This web site is updated as policies and procedures are put into place. The Vendor/Contractor will bear the cost of acquiring the background screening required and any/all fees imposed by the Florida Department of Law Enforcement and or the District to maintain the fingerprints

provided with respect to vendor/contractor and its employees. Contractor agrees to indemnify and hold harmless the School Board, its officers, agents and employees from any liability in the form of physical injury, death, or property damage resulting from the Contractor's failure to comply with the requirements of these cited policies and statutes. The vendor/contractor will follow procedures for obtaining employees background screening as established by the School Board of Gadsden County.

Where: School Board of Gadsden County – Walker Administration Building
35 Martin Luther King, Jr., Blvd. Quincy, Florida 32351

When: Monday – Friday 8:00 a.m. – 4:00 p.m. Call for an appointment

Contact: Human Resources Department,
Sharon Gilcrease @ 850-627-9651 ext.1244 or gilcrease@gcpsmail.com

- 1.18 **Drug Free Workplace:** The Gadsden County School District is a drug free workplace. Proposers shall include with their proposal, a Drug Free Workplace declaration found in this document. Exclusion of the declaration may be used as a tie breaker.
- 1.19 **Verification of Employment:** In accordance with State of Florida Office of the Governor Executive Order Number 11-02, the firm shall utilize the U.S. Department of Homeland Security's E-Verify system to verify the employment eligibility of all persons employed during the contract term by the firm to perform employment duties within Florida and all persons (including sub-consultants) assigned by the firm to perform work pursuant to the contract with Gadsden County School Board.
- 1.20 **Reciprocity of Florida School I.D. Badges:** If Vendor/Contractor has a Level 2 clearance - State Vendor Badge (good for 5 years) they will need to contact our HR Dept. to check verification by provide a copy of the badge or social security number of the employee(s) needing verification beforehand. There is **no additional cost for verifying the State Vendor Badge. BADGES MUST BE WORN AT ALL TIMES while working for the School Board of Gadsden County.**
- 1.21 **Non-Discrimination:** The Gadsden County School District does not discriminate against any person on the basis of race, color, ethnicity, genetic information, national origin, religion, gender, marital status, disability, or age in programs or activities. *Section 202 of the Office of Federal Contract Compliance Programs (OFCCP) Executive Order 11246 as amended.*
- A. The awarded Adjuster and all independent contractors shall comply with Applicable Laws regarding equal employment opportunity. As required, the Contractor and independent contractors agree to both of the following:
1. In the hiring of employees for the performance of work under the contract or any subcontract, no contractor, subcontractor, or any person acting on a contractor's or subcontractor's behalf, by reason of race, creed, sex, disability or military status or color, shall discriminate against.
 2. No contractor, subcontractor, or any person on a contractor's or subcontractor's behalf, in any manner, or color, shall discriminate against or intimidate any employee hired for the performance of work under the contract.

- 1.22 **Federal Debarment Certification:** Certification regarding debarment, suspension, ineligibility and voluntary excluding as required by Executive Order 12549, Debarment and Suspension, and implemented at 34CFR, Part 85, as defined at 34 CFR Part 85, Sections 85-105 and 85-110(ED80-0013).
- A. The prospective lower tier (\$100.00) participate certifies, by submission and signature of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- B. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to their Proposal.
- 1.23 **Conflict of Interest:** The award hereunder is subject to the provisions of *Chapter 112, Florida Statutes*. All proposers must disclose with their proposal the name of any officer, director, or agent who is also an employee of the School District. Further, all proposers must disclose the name of any Board employee who owns, directly or indirectly, an interest of five percent (5%) or more in the proposer's firm or any of its branches.
- 1.24 **Related Party Transactions:** The term "related party" shall mean a parent, subsidiary, affiliate or other entity having common ownership or management with the Contractor; any entity in which any stockholder in, or management employee of, the Contractor owns any interest in; or any person or entity which has the right to control the business or affairs of the Contractor. The term "related party" includes any member of the immediate family of any person identified above.
- A. If any of the costs proposed arise from a transaction between the Contractor and a related party, the Contractor shall notify the Owner of the specific nature of the contemplated transaction, including the identity of the related party and the anticipated cost to be incurred, before any such transaction is consummated or cost incurred.
1. If the Owner, after such notification, authorizes the proposed transaction, the Contractor shall procure the work, equipment, goods or service from the related party, as a Subcontractor, according to the terms of this agreement.
 2. If the Owner fails to authorize the transaction, the Contractor shall procure the work, equipment, goods or service from some person or entity other than a related party according to the terms of this agreement.
- 1.25 **Direct Purchase:** The proposer shall include in its proposal the cost of any equipment, materials or labor. GCPS, however, shall be allowed to purchase any number of items it chooses to directly as allowed by *Section 212.08(6) F.S.* for tax savings. The Contract and Purchase Order, in such case, shall be amended by change order.
- 1.26 **Execution of Proposal:** Proposal's must contains an original manual signature of an authorized representative. Failure to properly sign the Proposal may invalidate it. **Any illegible entries, pencil proposals or corrections not initialed may not be considered.** The original conditions and specifications cannot be changed or altered in any way. Altered proposals will not be considered. Clarification of proposals submitted shall be in letterform, signed by the proposer and attached to the Proposal.

- 1.27 **Not used for this RFP**
- 1.28 **Preparation Costs:** GCPS shall not be liable for any expenses incurred in connection with the preparation of a response to this Request.
- 1.29 **Due Date and Time:** The date and time will be carefully observed. Proposals received after the specified date and time shall be returned unopened. GCPS will not be responsible for late deliveries or delayed mail. The time stamp located at the reception desk of the Administration building shall serve as the official authority to determine lateness of any proposal.
- 1.30 **Delays in Schedule:** GCPS, at its sole discretion, may delay the scheduled due dates indicated above if it is to the advantage of the district to do so. GCPS will notify all registered proposers of all changes in scheduled due dates by written addendum.
- 1.31 **Additional Information:** No additional information may be submitted, or follow-up performed by any proposer after the stated due date unless specifically requested by GCPS.
- 1.32 **Affirmation:** The submission of a proposal affirms that the proposer has made it without prior understanding, agreement or connection with any corporation, firm, or person submitting a proposal for the same materials, supplies, equipment or services, and is in all respects fair and without collusion or fraud. The proposer agrees to abide by all terms and conditions of this Proposal and the resulting contract. No outside terms and conditions will be considered unless approved by GCPS.
- 1.33 **Advertising:** In submitting a proposal, the proposer agrees not to use the results there from as a part of any commercial advertising unless permission in writing is granted by the Gadsden County School Board.
- 1.34 **Accuracy of Information:** Any proposal submitted to the Owner which is determined to contain information that is substantially inaccurate, misleading, exaggerated, or incorrect, shall be disqualified from consideration.
- 1.35 **Opening:** The Owner will publicly open and read each Proposal as required by 255.0518 F.S. and defined in the Schedule of Events. Incomplete or non-responsive proposals will be removed from consideration.
- 1.36 **Review:** Once each proposal has been read, at the owner's leisure, the review committee will review all proposals for compliance and score each section as indicated.
- A. The Owner reserves the right to contact a proposer for clarification if needed in determining compliance.
- B. **NOTE: AWARD IS NOT BASED ON LOWEST FEE SCHEDULE FOR PROFESSIONAL SERVICES.**
- C. The two highest scoring proposers deemed best suited to meet district needs will be recommended to the Board for award of contract. The Board will make the final approval.
- 1.37 **Acceptance/Rejection of Proposals:** The Owner reserves the right to waive minor irregularities in any proposal or to reject any and all proposals in whole or in part, with or

without cause, and/or to accept the proposal that in its judgment will be in the best interest of GCPS. Minor irregularities are defined to be a variation from the terms and conditions which do not affect the price or give the vendor an advantage or benefit not enjoyed by other vendors or does not adversely impact the interest of GCPS.

- 1.38 **Disqualification:** Any or all proposals will be rejected if there is reason to believe that collusion exists between proposers. Proposals in which the prices obviously are unbalanced will be subject to rejection. Proposers not acknowledging all addenda may be rejected. Incomplete or illegible proposals will be rejected.
- 1.39 **Posting of Results:** Bid tabulations with recommended invitations will be posted for review by interested parties in the main lobby window of the Administration Building located at 35 Martin Luther King Jr. Blvd., Quincy, Florida 32351, on the date specified in the Schedule of Events and will remain posted for a period of 72 hours.
- A. The Owner will also post all recommended awards and addenda to the District's website: <http://www.gcps.k12.fl.us/?DivisionID=21299&ToggleSideNav=>
- 1.40 **Protests:** In the case of any doubt or difference of opinion as to the items or services to be furnished hereunder, the decision of the Owner shall be final and binding on both parties. Any person who is adversely affected by the terms, conditions and specifications contained in a solicitation, including any provisions governing the methods for ranking bids, proposals, or replies, awarding contracts, reserving rights of further negotiation, or modifying or amending any contract shall file a notice of protest in writing within 72 hours (Saturdays, Sundays and state holidays excluded) after the posting of the solicitation. Any person adversely affected by a decision or intended decision shall file a written protest within 72 hours (Saturdays, Sundays and state holidays excluded) after posting of the decision or intended decision. **Failure to file a protest within the time prescribed in Section 120.57(3), Florida Statutes, shall constitute a waiver of proceedings under Chapter 120, Florida Statutes.**
- 1.41 **Public Records:** Upon award or ten (10) days after opening, whichever is earlier, proposals become "public record" and shall be subject to public disclosure consistent with *chapter 119.07(3) (m), F.S.* Proposers must invoke the exemptions to disclosure provided by law in the response to the proposal, and must identify the data or other materials to be protected, and must state reasons why such exclusion from public disclosure is necessary. Any financial statements that are submitted are exempt from becoming public record. *Section 119.07 F.S.*
- 1.42 **Invoicing and Payment:** Payment will be made by the Owner upon completion of negotiated benchmarks and the acceptance of properly documented invoice.
- A. Payment negotiation shall occur prior to signing of Agreement and shall become part of the Agreement.
- 1.43 **Indemnification:** To the fullest extent permitted by law, the proposer shall indemnify, hold harmless and defend the District, its Trustees, officers, agents, servants, and employees, from and against all claims, damages, losses, and expenses including, but not limited to, attorneys' fees and other legal costs such as those for paralegal, investigative, and legal support services, and the actual cost incurred for expert witness testimony, arising out of or resulting from the performance of services required under this Contract, provided that same is caused by the negligence, recklessness, or intentional wrongful conduct of the

proposer or other person utilized by the proposer in the performance of the services. Nothing herein shall be deemed to affect the rights, privileges, and immunities of the District as set forth in Section 768.28, Florida Statutes.

The proposer, without exemption, shall indemnify and hold harmless the District, its employees and/or any of its Board of Trustees Members from liability of any nature or kind, including cost and expenses for or on account of any copyrighted, patented, or non-patented invention, process or item manufactured by the proposer. If the proposer used any design, device or materials covered by letters, patent or copyright, it is mutually agreed and understood, without exception, that the proposer shall include all royalties or cost arising from the use of such design, device or materials in any way involved in the work.

- 1.44 **Withdrawal of Proposal:** A written request for withdrawal, signed by the vendor, on the Vendor's company letterhead, may be considered if received by the GCPS purchasing officer within 72 hours after the proposal opening time and date indicated in the schedule of events. A request received in accordance with this provision may be granted by the department upon proof of the impossibility to perform based upon obvious error on the part of the vendor.

PART 2 – REQUIRED FORMATTING

- 2.1 The proposer shall submit their proposal by e-mail with each section separated by tabs that are numbered as specified. With the exception of headers and footers, font size shall not be smaller than 10. **All items listed in section 2.1 are mandatory. Tab dividers only need to be numbered.**
- A. **Cover Page: (3 point)** The cover page shall identify
1. Company Name
 2. Due date and time
 3. RFP number
 4. The Owner's name, Gadsden County School Board
- B. **Tab 1 – Letter of Transmittal: (5 points)** Provide the Firms name, Principle's name, business address and phone number. Give a brief description of services being requested (this demonstrates to the owner the intent of the Request is understood). Letter of Transmittal must not be more than two pages on Proposer's Company letterhead.
- C. **Tab 2 – Business/Corporate Background: (25 points)** Provide a narrative of the company's history that includes number of years in business. List all current contracts. Include a copy of firm's corporate charter if applicable. Provide a brief description of similar projects highlighting unique and interesting aspects of each project. Mention any challenges you encountered and course taken to overcome them.
- D. **Tab 3 – Staffing/Staff Background: (25 points)** Provide an overall company organizational chart. Provide a GCPS team chart. Include a resume for each member of the GCPS team. It shall be required the at least one principle officer/owner be included on the GCPS team. The review committee will be looking for the experience level and background of each team member demonstrating the ability to provide the services in a professional and timely manner.

- E. **Tab 4 – Penalties, Litigation and Bankruptcy: (10 point)** Indicate whether the firm or any of its members have ever been involved in or currently a part of any work related legal proceedings, litigation, conviction, liquidated damages, settlement agreements or bankruptcy. If so, provide explanations.
 - F. **Tab 5 – Insurance: (10 points)** Copy of all certificates of insurance shall be provided.
 - G. **Tab 6 – License: (10 points)** Provide a copy of all license and certificates, required and supplemental.
 - H. **Tab 7 – Addendum to Bid: (5 points)** Print and sign all addenda.
 - I. **Tab 8 – Subcontractors List: (1 points)** If applicable, include the completed “List of Sub-Contractors” form as required by *Section 255.0515, F.S.*
 - J. **Tab 9 – Drug Free Work Place Form: (1 point)** Include a signed copy.
 - K. **Tab 10 – Public Entity Crimes Form: (1 point)** Include a signed copy.
 - L. **Tab 11 – Minority and Woman Owned Businesses Form: (1 point)** Include a signed copy.
 - M. **Tab 12 – Debarment Certification Form: (1 point)** Include a signed copy.
 - N. **Tab 13 – Conflict of Interest Form: (1 point)** Include a signed copy.
 - O. **Tab 14 – Vendor Registration and W-9 Form: (1 point)** Include a signed copy.
- 2.2 Proposals, when completed, should be password protected then e-mailed to robertsa@gcpsmail.com. Mrs. Roberts will print and deliver the proposals to GCPS Purchasing for opening.

PART 3 – SCOPE OF SERVICES

- 3.1 **Summary:** The Gadsden County School Board seeks a Public Adjuster who will advocate the district’s interests and that will legally represent their right as the insured for insurance claims. The Adjuster must possess the technical expertise and ability to interpret insurance policies, prepare detailed scopes of work and cost estimates allowing the owner to receive the maximum amount of return for their claim. *F.S. 626.854 and 626.8796*
- 3.2 **Responsibilities:** The awarded Public Adjuster, after contract negotiation and execution, shall work with the director of facilities on all proposed projects. Their main responsibilities are to:
- A. Evaluate the District’s existing insurance policies in order to determine what coverage may be applicable to a claim.
 - B. Research, document, and substantiate damages to buildings and contents.
 - C. Determine values for settling covered damages.

- D. Prepare documentation to support the claim on behalf of the District.
- E. If required, negotiate a settlement with the insurance company on behalf of the District.
- F. If discrepancies are found after the claim has been settled, re-open it and negotiate for more money.

3.3 **Contracts:** Before any work can start both the insured and the adjuster must sign a contract. Contract requirements are listed below.

- A. All contracts with a Public Adjuster must prominently display the following fraud statement on the contract:
 - 1. "Pursuant to s.817.234, Florida Statutes, any person who, with the intent to injure, defraud, or deceive an insurer or insured, prepares, presents, or causes to be presented a proof of loss or estimate of cost or repair of damaged property in support of a claim under an insurance policy knowing that the proof of loss or estimate of claim or repairs contains false, incomplete, or misleading information concerning any fact or thing material to the claim commits a felony of the third degree, punishable as provided in s.775.082, s.775.083, or s.775.084, Florida Statutes."
- B. All contracts with a Public Adjuster must contain the following terms as required by *FAC 69B-220.051(5) and F.S. 626.854 and 626.8796*:
 - 1. A specified fraud statement.
 - 2. The name of the public adjuster as listed in DFS records, who solicited the claim.
 - 3. The permanent address of the public adjuster
 - 4. The public adjuster's phone number
 - 5. The public adjuster's license number
 - 6. The insured's full name
 - 7. The insured's street address
 - 8. The address of the loss.
 - 9. A brief description of the loss
 - 10. The percentage amount of the public adjuster's fee.
 - 11. The type of claim including emergency, non-emergency, or supplemental claim
 - 12. The signature of the public adjuster.
 - 13. The signature of named insureds.
 - 14. The date the contract was signed.
 - 15. If all named insured are not available to sign the contract, an affidavit must be provided.
 - 16. The affidavit must contain specific language.

- 17. An unaltered copy of the contract is to be remitted to the insurer with 30 days
 - 18. A copy of the public adjuster's contract must be given to the insured
 - 19. The name of the insurer and the policy number if available
 - 20. Any additional cost due the public adjuster
 - 21. The public adjuster who solicited the claim must sign the contract.
- 3.4 **Fees and Expenses:** For services rendered, the District agrees to pay the Adjuster a negotiated percentage as allowed by Florida Statute. This fee with any expenses or consumables shall be included in the contract.
- A. For each project the Director of Facilities shall have a Purchase Order issued to the Adjuster as detailed in section 1.42.

PART 4 – EVALUATION PROCESS

- 4.1 **Selection:** The School Board intends to select one Public Adjuster for a continuing services contract.
- 4.2 **Review Committee:** The review committee shall consist of one Board Member, the Superintendent, the chief Financial Officer and the Director of Facilities.
- A. GCPS' Purchasing department, as specified in the Schedule of Events, shall publicly read each proposal confirming mandatory requirements. Responsive proposals shall be distributed to the review committee.
 - 1. Proposals not meeting mandatory requirements shall not be distributed.
 - B. The review committee will evaluate and rank all compliant proposals to determine which best meets evaluation criteria based on District needs.
 - C. The proposal deemed in the best interest of the District shall be recommended to the Board for acceptance.

FORM 00414

ADDENDUM TO SOLICITATION DOCUMENTS

Gadsden County Schools
35 Martin Luther King Jr. Blvd.
Quincy, Florida 32351

Solicitation Addendum No. _____

Date: _____

RFP No. _____

Project Name: _____

NOTICE TO ALL BIDDERS

The following addendum shall be made part of the Contract Documents and the Bidder shall acknowledge receipt on the Bid Form. It is being issued for the purpose of clarifying the intent of the Contract Documents. Each Bidder is instructed to incorporate this addendum into their Bid Documents and bid accordingly.

PRE-BID QUESTIONS and ANSWERS

Table with 2 columns: Question Number (1-8) and Question/Answer (Q/A). Each row contains a question number, a 'Q' for question, and an 'A' for answer.

Preparer's Name _____

Date _____

Authorizing Agent _____

Date _____

NOTE: This document must be signed and included with your Bid

FORM 00415

LIST OF SUBCONTRACTORS

To: Gadsden County Schools From: _____
35 Martin Luther King Jr. Blvd. _____
Quincy, Florida 32351 _____

This list is an integral part of the proposal.

For the construction of the _____

The undersigned lists below the names of the subcontractors who will perform the phases of the work indicated:

Table with 2 columns: Division, Name of Subcontractor. Rows include Concrete, Metal Framing, Masonry, Roofing, Hollow Metal, Aluminum Curtin Walls, Drywall, Acoustic Ceiling, Painting, Mechanical, Plumbing, Electrical, Communications, and multiple 'Other' entries.

The undersigned declares that he/she has fully investigated each subcontractor listed and has determined to his/her own complete satisfaction that such subcontractor maintains a fully equipped organization, capable, technically and financially, of performing the pertinent work, and that he/she has made similar installation in a satisfactory manner.

Signature

Date

Printed Name

FORM 00450

DRUG-FREE WORK PLACE

Drug-Free Work Place: Yes _____ N/A _____

If **yes**, please complete the form.

The undersigned vendor in accordance with Florida Statute 287.087 hereby certifies that

_____ does:
(Name of Business)

Publish statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the workplace and specifying the actions that will be taken against employees for violations of such prohibition.

Inform employees about the dangers of drug abuse in the workplace, the business's policy of maintaining a drug-free workplace, any available drug counseling, rehabilitation, and employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations.

Give each employee engaged in providing the commodities or contractual services that are proposed a copy of the statement specified in subsection (1).

In the statement specified in subsection (1), notify the employees that, as a condition of working on the commodities or contractual services that are under bid, the employee will abide by the terms of the statement and will notify the employer of any conviction of, or plea of guilty or nolo contendere to, any violation of Chapter 893 or of any controlled substance law of the United States or any state, for a violation occurring in the workplace no later than five (5) days after such conviction.

Impose a sanction on, or required the satisfactory participation in a drug abuse assistance or rehabilitation program is such is available in the employee's community, by any employee who is so convicted.

Make a good faith effort to continue to maintain a drug-free workplace through implementation of this section.

As the person authorized to sign the statement, I certify that this firm complies fully with the above requirements.

Proposer's Signature

Date

FORM 00451

SWORN STATEMENT UNDER SETION 287.133 (3) (A)
FLORIDA STATUTE ON PUBLIC ENTITY CRIMES

THIS FORM MUST BE SIGNED IN THE PRESENCE OF A NOTARY PUBLIC OR OTHER OFFICER AUTHORIZED TO ADMINISTER OATHS.

1. This sworn statement is submitted with Bid, Proposal or Contract for: _____

2. This sworn statement is submitted by, _____, whose business address is, _____, and (if applicable) Federal Employer Identification Number (FEIN) is _____ (if the entity has no FEIN, include the Social Security Number of the individual signing this sworn statement).

3. My name is _____ and my relationship to the entity named above is _____ (title).

4. I understand that a "public entity crime" as defined in paragraph 287.133 (1) (g) Florida Statute, means a violation of any state or federal law by a person with respect to and directly related to the transaction of business with any public entity or with an agency or political subdivision of any other state or with the United States including, but not limited to , any bid or contract for goods or services to be provided to any public entity or any agency or public subdivision of any other state or of the United States and involved antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy or material misrepresentation.

5. I understand that "convicted" or "convicted" as defined in paragraph 287.133 (1) (b), Florida Statutes, means a finding of guilt or a conviction of a public entity crime with or without an adjudication of guilt, in any federal or state trial court of records relating to charges brought by indictment or information after July 1, 1989, as a result of a jury verdict, non-jury trial, or entry of a plea of guilty or nolo contendere.

6. I understand that an "affiliate" as defined in Paragraph 287 .133 (1) (a), Florida Statutes, means:

- a. A predecessor or successor of a person convicted of a public entity crime; or
b. An entity under the control of any natural person who is active in the management of the entity and who has been convicted of a public entity crime. The term "affiliate" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in the management of an affiliate. The ownership by one of shares constituting a controlling income among persons when not for fair interest in another person, or a pooling of equipment or income among persons when not for fair market value under an length agreement, shall be a prima facie case that one person controls another person. A person who knowingly convicted of a public entity crime, in Florida during the preceding 36 months shall be considered an affiliate.

7. I understand that a "person" as defined in paragraph 287 .133 (1) (e), Florida Statutes, means any natural person or entity organized under the laws of the state or of the United States with the legal power to enter into a binding contract provision of goods or services let by a public entity, or which otherwise transacts or applies to transact business with a public entity. The term "person" includes those officers, directors, executives, partners, shareholders, employees, members, and agents who are active in management of an entity.

8. Based on information and belief, the statement which I have marked below is true in relation to the entity submitting this sworn statement. (Please indicate which statement applies)

- Neither the entity submitting this sworn statement, nor any officers, directors, executive, partners, shareholders, employees, member, or agents who are active in management of the entity, nor affiliate of the entity have been charged with and convicted of a public entity crime subsequent to July 1, 1989.
- The entity submitting this sworn statement, or one or more of the officers, directors, executives, partners,

shareholders, employees, members, or agents who are active in management of the entity, or an affiliate of the entity has been charged with and convicted of a public entity crime subsequent to July 1, 1989 And (please attach a copy of the final order)

- The person or affiliate was placed on the convicted vendor list. There has been a subsequent proceeding before a hearing officer of the State of Florida, Division of Administrative Hearings. The final order entered by the hearing officer determined that it was in public interest to remove the person or affiliate from the convicted vendor list. (Please attach a copy of the final order)
- The person or affiliate has not been placed on the convicted vendor list. (Please describe any action taken by, or pending with, the department of General Services)

Signature

Date

PERSONALLY APPEARED BEFORE ME, the undersigned authority, who, after first being sworn by me, affixed his/her signature at the space provided above on this day of _____, 20____, and is personally known to me, or has provided _____ as identification.

STATE OF FLORIDA
 COUNTY OF: _____
 My Commission expires: _____

Notary Public

FORM 00452

MINORITY AND WOMAN OWNED BUSINESS DECLARATION FORM

Minority/Woman Owned Business: Yes N/A

If yes, please complete the form.

Proposer hereby declares that it is a Minority/Woman Owned Business Enterprises, as defined by section 288.703. Florida Statutes, by virtue of the following:

Type of Business (check applicable area):

- African American
- Hispanic American
- Native Americans
- Asian American
- American Woman

Note: Minority Business Enterprises, Small Businesses, and Minority Businesses terms are defined in Chapter 288.703, Florida Statutes, and are included below. Chapter 287.094, Florida Statutes, states that it is unlawful for any individual to falsely represent any entity as a minority business enterprise. A person in violation of 287.094, Florida Statutes, is guilty of a felony of the second degree.

Proposer:
Certified by (Name of Public Entity, if applicable):
Certificate Number/Attach Copy:
Signature & Date:

Florida Statues 288.703 definitions – As used in section 288.703, the following words and terms shall have the following meanings unless the content shall indicate another meaning or intent:

- (1) “Small business” means an independently owned and operated business concern that employee 200 or fewer permanent full-time employees and that, together with its affiliates, has a net worth of not more than \$5 million or any firm based in this state which has a Small Business Administration 8(a)

certification. As applicable to sole proprietorships, the \$5 million net worth requirement shall include both personal and business investments.

- (2) "Minority Business Enterprises" means any small business concern as defined in subsection (1) which is organized to engage in commercial transactions, which is domiciled in Florida, and which is at least 51% owned by minority persons who are members of an insular group that is of a particular racial, ethnic, or gender make-up or national origin, which has been subjected historically to disparate treatment due to identification in and with that group resulting in an under-representation of commercial enterprises under the group's control, and whose management and daily operations are controlled by such persons. A minority business enterprise may primarily involve the practice of a profession. Ownership by a minority person does not include ownership which is the result of a transfer from a nonminority person to a minority person within a related immediate family group if the combined total net asset value of all members of such family group exceeds \$1 million. For purposes of this subsection, the term "related immediate family group" means one or more children less than 16 years of age and a parent of such children or the spouse of such parent residing in the same house or living unit.
- (3) "Minority person" means a lawful, permanent resident of Florida who is:
- An African American, a person having origins in any of the black racial groups of the African Diaspora, regardless of cultural origin.
 - A Hispanic American, a person of Spanish or Portuguese culture with origins in Spain, Portugal, Mexico, South America, Central America, or the Caribbean, regardless of race.
 - An Asian American, a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands, including the Hawaiian Islands prior to 1778.
 - A Native American, a person who has origins in any of the Indian Tribes of North America prior to 1835, upon presentation of proper documentation thereof as established by rule of the Department of Management Services.
 - An American woman.
- (4) "Certified minority business enterprise" means a business which has been certified by the certifying organization or jurisdiction in accordance with s. [287.0943](#)(1) and (2).
- (5) "Department" means the Department of Management Services.
- (6) "Ombudsman" means an office or individual whose responsibilities include coordinating with the Office of Supplier Diversity for the interests of and providing assistance too small and minority business enterprises in dealing with governmental agencies and in developing proposals for changes in state agency rules.
- (7) "Financial institution" means any bank, trust company, insurance company, savings and loan association, credit union, federal lending agency, or foundation.
- (8) "Secretary" means the secretary of the Department of Management Services.
It is unlawful for any individual to falsely claim to be a minority business enterprise for purposes of qualifying for certification with any governmental certifying organization as a minority business enterprise in order to participate under a program of a state agency which is designed to assist certified minority business enterprises in the receipt of contracts with the agency for the provision of goods or services. The certification of any contractor, firm, or individual obtained by such false representation shall be permanently revoked, and the entity shall be barred from doing business with state government for a period of 36 months. Any person who violates this section is guilty of a felony of the second degree, punishable as provided in s. [775.082](#), s. [775.083](#), or s. [775.084](#).

FORM 00453

INSTRUCTIONS FOR DEBARMENT CERTIFICATION

1. By signing and submitting this form, the prospective lower tier participant is providing the certification set out herein in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department of agency with which this transaction originated may pursue available remedies, including suspension and/or department.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", "voluntarily exclude", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of these regulations.
5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions", without modification in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may, but is not required to check the Non-Procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction may pursue available remedies, including suspension and/or debarment.

CERTIFICATION REGARDING DEBARMENT
Suspension, Ineligibility and voluntary exclusion
lower tier covered transactions

This certification is required by the regulations implementing *Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510 Participants responsibilities*. The regulations were published as **Part IV of the January 30, 1989, Federal Register (pages 4722-4733)**.

***** BEFORE COMPLETING CERIFICATION, READ INSTRUCTIONS ON NEXT PAGE *****

(1) The Prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department of agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Organization Name

Printed Names and Title

Signature

Date

FORM 00454

CONFLICT OF INTEREST STATEMENT

I HEREBY CERTIFY that

- I, (*printed name*) _____, am the (*Title*) _____ and the duly authorized representative of the firm of (*Firm Name*) _____ whose address is _____
Address City State Zip Code
 and that I possess the Legal authority to make this affidavit on behalf of myself and the firm for which I am acting;
- Except as listed below, no employee, officer, or agent of the firm have any conflicts of interest, real or apparent, due to ownership, other clients, contracts, or interests associated with this project; and,
- This Bid Submittal is made without prior understanding, agreement, or connection with any corporation, firm, or person submitting a bid for the same services, and is in all respects fair and without collusion or fraud.

EXCEPTIONS to items above (List):

Signature: _____
 Printed Name _____
 Firm Name: _____
 Date: _____

STATE OF _____
 COUNTY OF _____

Sworn to and subscribed before me this _____ day of _____, 20_____, by _____, who is personally known to me or who has produced _____ as identification.

 Notary Public – State of _____
 Type or print name: _____

(Seal)

Commission No.: _____
 Commission Expires: _____

Form **W-9**
(Rev. October 2007)
Department of the Treasury
Internal Revenue Service

**Request for Taxpayer
Identification Number and Certification**

Give form to the requester. Do not send to the IRS.

Name (as shown on your income tax return)

Business name, if different from above

Check appropriate box: Individual/Sole proprietor Corporation Partnership
 Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶ Exempt payee
 Other (see instructions) ▶

Address (number, street, and apt. or suite no.) Requester's name and address (optional)

City, state, and ZIP code

List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number
OR
Employer identification number

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here Date ▶

Signature of U.S. person ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,

FORM 00455

PROPOSER REGISTRATION

Proposers must register with GCS's Purchasing Office in order to be placed on the mailing list for any forthcoming addenda or official communications. GCS shall not be responsible for providing addendums to those that are not registered.

ITB, RFP, RFQ number: _____

Vendor ID number: _____

Project name: _____

Company name: _____

Federal ID number: _____

City, state and zip code: _____

Primary contact's name: _____

Telephone # (____) _____ Cell # (____) _____

Fax # (____) _____

E-mail address: _____

Qualifying agents name: _____

Qualifying agents signature: _____

Title: _____ Date: _____

Failure to register as a prospective proposer may cause your proposal to be rejected if you have submitted a proposal without the most current addendum.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO: 10f

DATE OF SCHOOL BOARD MEETING: November 27, 2018

TITLE OF AGENDA ITEM: Fire & Safety Inspections for Gadsden County Public Schools

DIVISION: Department of Facilities
(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval of Fire and Safety Inspection Services District Wide – performed by A G & B Safety Inspectors – as per Florida School Law 1013.12. Services are complete and safety reports submitted. (Reference PO #0201900108)

FUND SOURCE: 110

AMOUNT: \$9,887.45

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

0 Number of ORIGINAL SIGNATURES NEEDED by preparer

SUPERINTENDENT'S SIGNATURE: page(s) numbered N/A

CHAIRMAN'S SIGNATURE: page(s) numbered N/A

Be sure that the COMPTROLLER has signed the budget page

AG & B SAFETY INSPECTORS

National and State Certified
Fire Safety Inspectors

Ronald Hobbs,
President

588 NW Harris Lake Dr
Lake City, Florida 32055

Phone: (386) 397-5191
Email:
RonaldHobbs2446@comcast.net

TAX ID # 20-3246881
Gadsden County Schools
PO: 0201900108


November 8, 2018

Gadsden County Schools
Attn: Mr. Bill Hunter
Director of Facilities
35 Martin Luther king. Jr. Blvd.
Quincy, Florida 32351

Re: Risk Management/Property Casualty
Fire and Safety Inspections for Gadsden County

Fire and Safety Inspection Services for Gadsden County facilities, (to be completed in November 5-9, 2018) 1.170,931 square feet x .008	\$ 9,367.45
Safety Reports for Educational Facilities Gadsden County (13 reports) x \$25. Per report	\$ 325.00
Safety Reports entered on State Fire Marshal Site (13 reports) x \$15. Per report	\$ 195.00

TOTAL AMOUNT Due

 11-8-18

Ronald Hobbs, Inspector No. 174939

\$ 9,887.45



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/6/2018

Fish Number: 00020 00009 00009
School: Chattahoochee Elementary
Address: 335 Maple Street
City: Chattahoochee
State: Florida
Zip Code: 32324

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
204	008.11(b)	C	01	01		M	Emergency light needs to be repaired/replaced	0	30	11/6/2018
402	008.11(d)	F	01	01		M	Fire alarm needs inspection and current tag	0	30	11/6/2018
106	008.8(a)4	F	01	01		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
1201	002.5	E	01	01		O	Fire drill reports are incomplete	0	30	11/6/2018
204	008.11(b)	C	01	01(hall)		M	Emergency light needs to be repaired/replaced	0	30	11/6/2018
	8(c)	B	01	01E		O	Ceiling tile needs replaced	0	60	11/6/2018
106	008.8(a)4	F	01	03		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.8(a)4	F	01	04		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.8(a)4	F	01	05		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.8(a)4	F	01	06		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.6(a)	F	01	06		O	Combustibles cover more than 20% of walls-reduce amount	0	30	11/6/2018
106	008.8(a)4	F	01	06		O	Combustibles covering window/door need to be removed	1	30	1/10/2017
106	008.8(a)4	F	01	07		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
204	008.11(b)	C	01	07		M	Emergency light needs to be repaired/replaced	0	30	11/6/2018
106	008.8(a)4	F	01	08		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.8(a)4	F	01	12		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
204	008.11(b)	C	01	12		M	Emergency light needs to be repaired/replaced	0	30	11/6/2018
106	008.8(a)4	F	01	13		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
204	008.11(b)	C	01	13		M	Emergency light needs to be repaired/replaced	0	30	11/6/2018
106	008.8(a)4	F	01	14		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
204	008.11(b)	C	01	15		M	Emergency light needs to be repaired/replaced	1	30	1/10/2017



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/6/2018

Fish Number: 00020 00009 00009
School: Chattahoochee Elementary
Address: 335 Maple Street
City: Chattahoochee
State: Florida
Zip Code: 32324

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
204	008.11(b)	C	01	19 (hall)		M	Emergency light needs to be repaired/replaced	1	30	1/9/2018
106	008.8(a)4	F	01	25		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.8(a)4	F	01	28		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.8(a)4	F	01	29		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.6(a)	F	01	29		O	Combustibles cover more than 20% of walls-reduce amount	0	30	11/6/2018
106	008.8(a)4	F	01	31		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.6(a)	F	01	31		O	Combustibles cover more than 20% of walls-reduce amount	0	30	11/6/2018
204	008.11(b)	C	01	34		M	Emergency light needs to be repaired/replaced	1	30	1/10/2017
204	008.11(b)	C	01	34 (hall)		M	Emergency light needs to be repaired/replaced	1	30	1/10/2017
515	008.9(j)1	F	01	43		M	Hood Suppression System biannual certification has expired	7	30	5/23/2011
899	14(f)4	E	01	46		O	Boiler Certificate expired	4	30	1/14/2014
NVO	None	N	98	01		N	Building not in use	0	0	11/6/2018
NVO	None	N	98	08		N	Building not in use	1	0	1/9/2018
NVO	None	N	99	02		N	Building not in use	1	0	1/9/2018
NVO	None	N	99	96		N	Building not in use	1	0	1/9/2018
204	008.11(b)	C	99	clinic		M	Emergency light needs to be repaired/replaced	0	30	11/6/2018



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
For School Year 7/1/2018 1 to 6/30/2019
Inspection Date: 11/6/2018

Fish Number: 00020 00009 00009
School: Chattahoochee Elementary
Address: 335 Maple Street
City: Chattahoochee
State: Florida
Zip Code: 32324

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
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Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
Phone: (386)-397-5191
Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/5/2018

Fish Number: 00020 00014 00015
School: Carter Parramore Alternative School
Address: 631 S Stewart St
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
205	002.5	F	00	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	5	30	1/7/2013
1201	002.5	E	00	00		O	Fire drill reports are incomplete	5	30	1/7/2013
204	008.11(b)	C	01	17 (hall)		M	Emergency light needs to be repaired/replaced	0	30	11/5/2018
	8(c)	B	01	17G		O	Ceiling tile needs replaced	0	60	11/5/2018
210	008.8(a)2	C	01	21		O	Secondary egress is obstructed - keep clear	0	30	11/5/2018
509	008.10(c)3	F	01	34		M	Fire sprinkler inspection is needed	7	30	5/26/2011
203	11(l)2d	C	01	38 (hall)		M	Signage - Exit sign/emergency light combo needs repair	1	30	1/8/2018
501	008.7(b)	F	02	05		O	Fire extinguisher expired/outdated	0	30	11/5/2018
501	008.7(b)	F	02	06		O	Fire extinguisher expired/outdated	0	30	11/5/2018
501	008.7(b)	F	02	09		O	Fire extinguisher expired/outdated	0	30	11/5/2018
501	008.7(b)	F	02	10		O	Fire extinguisher expired/outdated	0	30	11/5/2018
501	008.7(b)	F	02	11		O	Fire extinguisher expired/outdated	0	30	11/5/2018
506	008.7(b)	F	02	13		O	Fire extinguisher missing needs to be installed/replaced	0	30	11/5/2018
501	008.7(b)	F	02	20		O	Fire extinguisher expired/outdated	0	30	11/5/2018
	1(e)6f	B	02	20		O	Light bulb needs to be replaced	0	60	11/5/2018
501	008.7(b)	F	02	21		O	Fire extinguisher expired/outdated	0	30	11/5/2018
204	008.11(b)	C	03	05		M	Emergency light needs to be repaired/replaced	1	30	1/8/2018
515	008.9(j)1	F	03	05		M	Hood Suppression System biannual certification has expired	6	30	1/10/2012
501	008.7(b)	F	04	01		O	Fire extinguisher needs to be recharged	0	30	11/5/2018
	17(f)	E	04	01		M	Electrical panel box needs panel blanks installed	0	30	11/5/2018
	4(d)	E	04	01		M	Stadiums and bleachers inspections	0	30	11/5/2018



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/5/2018

Fish Number: 00020 00014 00015
School: Carter Parramore Alternative School
Address: 631 S Stewart St
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
299	008.2(f)12	C	04	01		C	Hand rails need to be installed	0	30	11/5/2018
	9(a)	C	04	07		M	Door needs to be repaired/replaced	0	30	11/5/2018
506	008.7(b)	F	04	08		O	Fire extinguisher missing needs to be installed/replaced	0	30	11/5/2018
899	14(f)4	E	04	20		O	Boiler Certificate expired	0	30	11/5/2018
	None	N	05	00		N	No deficiencies noted	0	0	11/5/2018
199	008.2(f)	C	98	15		M	Ramp needs repair	0	30	11/5/2018
	9(a)	C	98	15		M	Door needs to be repaired/replaced	0	30	11/5/2018
204	008.11(b)	C	98	15		M	Emergency light needs to be repaired/replaced	0	30	11/5/2018
199	008.2(f)	C	99	33		M	Ramp needs repair	0	30	11/5/2018
	10(d)	B	99	33		M	Floor is damaged and needs repair	0	60	11/5/2018

Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
 Phone: (386)-397-5191
 Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/7/2018

Fish Number: 00020 00020 00021
School: Gadsden County High
Address: 27001 Blue Star Hwy
City: Havana
State: Florida
Zip Code: 32333

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
205	002.5	F	1	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
199	008.10(c)	F	1	105		O	Storage too close to ceiling - maintain 18" clearance	1	30	1/10/2018
199	008.8(a)4	F	1	143		O	Curtains must be labeled flame resistant from Manufacturer	7	30	5/31/2011
199	17(f)2c	B	10	1008		O	Storage must be removed from electrical room	5	60	1/9/2013
402	008.11(d)	F	10	1012		M	Fire alarm needs inspection and current tag	7	30	5/31/2011
	8(c)	B	10	1014		O	Ceiling tile needs replaced	1	60	1/10/2018
203	008.11(b)2	C	10	hallway		O	Exit sign needs bulb(s)	1	30	1/11/2017
	17(f)1	B	10	restroom		M	Electrical outlet cover is missing - replace cover	1	60	1/10/2018
205	002.5	F	2	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
205	002.5	F	3	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
199	17(f)2c	B	3	301		O	Storage must be removed from electrical room	7	60	5/31/2011
199	008.10(c)	F	3	333		O	Storage too close to ceiling - maintain 18" clearance	2	30	4/6/2016
199	008.10(c)	F	3	345		O	Storage too close to ceiling - maintain 18" clearance	0	30	11/7/2018
205	002.5	F	4	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
199	17(f)2c	B	4	401		O	Storage must be removed from electrical room	2	60	4/6/2016
199	008.10(c)	F	4	433		O	Storage too close to ceiling - maintain 18" clearance	0	30	11/7/2018
205	002.5	F	5	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
505	.008.7(b)	F	5	509		M	Fire extinguisher (K class) is required- install	7	30	5/31/2011
515	008.9(j)1	F	5	525		M	Hood Suppression System biannual certification has expired	6	30	1/10/2012
	1(e)6	B	5	536		O	Housekeeping is poor - room is cluttered and disorganized	1	60	1/11/2017
	1(e)6	B	5	541		O	Housekeeping is poor - room is cluttered and disorganized	1	60	1/11/2017



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/7/2018

Fish Number: 00020 00020 00021
School: Gadsden County High
Address: 27001 Blue Star Hwy
City: Havana
State: Florida
Zip Code: 32333

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	4(d)	E	6	610		M	Stadiums and bleachers inspections	2	30	4/6/2016
501	008.7(b)	F	6	gym		M	Fire extinguisher cabinet needs repair	5	30	1/9/2013
501	008.7(b)	F	6	hallway		M	Fire extinguisher cabinet needs repair	2	30	4/6/2016
	9(c)13	C	6	mechanical		M	Door closer needs to be adjusted/repared	0	30	11/7/2018
205	002.5	F	7	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
199	008.10(c)	F	7	710		O	Storage too close to ceiling - maintain 18" clearance	1	30	1/11/2017
	8(c)	B	7	710		O	Ceiling tile needs replaced	1	60	1/11/2017
205	002.5	F	8	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
515	008.9(j)1	F	8	820		M	Hood Suppression System biannual certification has expired	5	30	1/9/2013
205	002.5	F	9	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
	1(e)6	B	9	923		O	Housekeeping is poor - room is cluttered and disorganized	1	60	1/11/2017
501	008.7(b)	F	9	hallway		M	Fire extinguisher cabinet needs repair	2	30	4/6/2016
	4(d)	E	baseball	bleachers		M	Stadiums and bleachers inspections	2	30	4/6/2016
	4(d)	E	football	stadium		M	Stadiums and bleachers inspections	2	30	4/6/2016
	4(d)	E	softball	bleachers		M	Stadiums and bleachers inspections	2	30	4/6/2016



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
For School Year 7/1/2018 1 to 6/30/2019
Inspection Date: 11/7/2018

Fish Number: 00020 00020 00021
School: Gadsden County High
Address: 27001 Blue Star Hwy
City: Havana
State: Florida
Zip Code: 32333

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
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Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
Phone: (386)-397-5191
Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/5/2018

Fish Number: 00020 00021 00013
School: Gadsden Technical Institute
Address: 201 Martin Luther King Jr Blvd
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	8(c)	B	12	06		O	Ceiling tile needs replaced	0	60	11/5/2018
	9(c)13	C	12	06		M	Door closer needs to be adjusted/repared	0	30	11/5/2018
	8(c)	B	12	10		O	Ceiling tile needs replaced	0	60	11/5/2018
	8(c)	B	12	15B		O	Ceiling tile needs replaced	0	60	11/5/2018
204	008.11(b)	C	12	19 (ladiesrr)		M	Emergency light needs to be repaired/replaced	1	30	1/8/2018
204	008.11(b)	C	12	21		M	Emergency light needs to be repaired/replaced	1	30	1/8/2018
	8(c)	B	12	22		O	Ceiling tile needs replaced	0	60	11/5/2018
407	008.11(d)	F	14	01 (hall)		M	Fire alarm in trouble mode needs repair	0	30	11/5/2018
501	008.7(b)	F	99	05 (cafe)		O	Fire extinguisher missing seal and/or inspection tag	0	30	11/5/2018
209	008.5(b)5	F	99	05 (cafe)		C	Door closer needs to be installed	2	30	4/4/2016
	2(b)6	B	99	58		M	Portable skirting needs repair	1	60	1/8/2018
	17(f)	B	99	58C		O	Multi-plug cords must plug directly into wall receptacle	0	60	11/5/2018
	2(b)6	B	99	59		M	Portable skirting needs repair	1	60	1/8/2018
204	008.11(b)	C	99	59		M	Emergency light needs to be repaired/replaced	0	30	11/5/2018



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION

For School Year 7/1/2018 1 to 6/30/2019

Inspection Date: 11/5/2018

Fish Number: 00020 00021 00013

School: Gadsden Technical Institute

Address: 201 Martin Luther King Jr Blvd

City: Quincy

State: Florida

Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
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Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939

Phone: (386)-397-5191

Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/6/2018

Fish Number: 00020 00003 00003
School: Greensboro Elementary
Address: 559 Greensboro Hwy
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	9(c)	C	10	outside		M	Door lock needs to be repaired/replaced	2	30	4/5/2016
	17(f)	B	2	218		O	Multi-plug cords must plug directly into wall receptacle	0	60	11/6/2018
199	008.8(a)4	F	2	219		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/6/2018
	17(f)	B	2	245		O	Multi-plug cords must plug directly into wall receptacle	2	60	4/5/2016
	17(f)1	B	3	301		M	Electrical outlet cover is missing - replace cover	0	60	11/6/2018
	8(c)	B	3	309		O	Ceiling tile needs replaced	0	60	11/6/2018
	(14)(o)10	N	3	309		N	Hood supression system needs to be inspected	4	0	1/14/2014
199	17(f)2c	B	3	319B		O	Storage must be removed from electrical room	1	60	1/9/2018
199	17(f)2c	B	4	408		O	Storage must be removed from electrical room	1	60	1/9/2018
199	17(f)2c	B	4	413		O	Storage must be removed from electrical room	1	60	1/9/2018
199	008.8(a)4	F	5	01		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/6/2018
199	008.8(a)4	F	5	03		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/6/2018
199	008.8(a)4	F	5	12		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/5/2016
199	008.8(a)4	F	5	15		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/5/2016
199	008.8(a)4	F	6	15		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/6/2018
	17(f)1	B	6	8G		M	Electrical outlet cover is missing - replace cover	1	60	1/10/2017
	4(d)	E	6	gym		M	Stadiums and bleachers inspections	1	30	1/9/2018
203	008.11(b)2	C	8	01		O	Exit sign needs bulb(s)	1	30	1/10/2017
204	008.11(b)	C	8	1		M	Emergency light needs to be repaired/replaced	2	30	4/5/2016
209	008.5(b)5	F	8	1		C	Door closer needs to be installed	2	30	4/5/2016
506	008.7(b)	F	8	1		O	Fire extinguisher missing needs to be installed/replaced	2	30	4/5/2016



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/6/2018

Fish Number: 00020 00003 00003
School: Greensboro Elementary
Address: 559 Greensboro Hwy
City: Quncy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	17(f)	B	8	1F		M	Electrical panel box needs circuits to be labeled	2	60	4/5/2016
	2(b)6	B	99	16		M	Portable skirting needs repair	2	60	4/5/2016
204	008.11(b)	C	99	35		M	Emergency light needs to be repaired/replaced	0	30	11/6/2018
	8(c)	B	99	35		O	Ceiling tile needs replaced	0	60	11/6/2018
	2(b)6	B	99	35		M	Portable skirting needs repair	2	60	4/5/2016
	2(b)6	B	99	37		M	Portable skirting needs repair	2	60	4/5/2016
506	008.7(b)	F	99	37		O	Fire extinguisher missing needs to be installed/replaced	1	30	1/9/2018
204	008.11(b)	C	99	45		M	Emergency light needs to be repaired/replaced	2	30	4/5/2016
	2(b)6	B	99	45		M	Portable skirting needs repair	2	60	4/5/2016
	2(b)6	B	99	47		M	Portable skirting needs repair	2	60	4/5/2016
	17(f)	B	99	47		M	Electrical panel box needs circuits to be labeled	1	60	1/10/2017
	17(f)	B	99	61		M	Electrical panel box needs circuits to be labeled	1	60	1/10/2017
	2(b)6	B	99	61		M	Portable skirting needs repair	2	60	4/5/2016
	2(b)6	B	99	65		M	Portable skirting needs repair	2	60	4/5/2016
204	008.11(b)	C	99	65		M	Emergency light needs to be repaired/replaced	0	30	11/6/2018
203	008.11(b)2	C	99	66		O	Exit sign needs bulb(s)	0	30	11/6/2018
	9(a)	C	99	66		M	Door needs to be repaired/replaced	1	30	1/10/2017
199	008.8(a)4	F	99	66		O	Curtains must be labeled flame resistant from Manufacturer	7	30	6/1/2011
	2(b)6	B	99	66		M	Portable skirting needs repair	2	60	4/5/2016
	2(b)6	B	99	67		M	Portable skirting needs repair	2	60	4/5/2016
199	008.8(a)4	F	99	67		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/5/2016



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
For School Year 7/1/2018 1 to 6/30/2019
Inspection Date: 11/6/2018

Fish Number: 00020 00003 00003
School: Greensboro Elementary
Address: 559 Greensboro Hwy
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
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Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
Phone: (386)-397-5191
Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/8/2018

Fish Number: 00020 00002 00002
School: George W. Munroe Elementary
Address: 1850 W. King Street
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
199	008.8(a)4	F	01	01		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/8/2018
199	008.8(a)4	F	11	02		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/11/2018
199	008.8(a)4	F	11	11		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/11/2018
204	008.11(b)	C	11	11		M	Emergency light needs to be repaired/replaced	0	30	11/8/2018
204	008.11(b)	C	11	12		M	Emergency light needs to be repaired/replaced	1	30	1/11/2018
199	008.8(a)4	F	11	12		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/7/2016
204	008.11(b)	C	11	18		M	Emergency light needs to be repaired/replaced	0	30	11/8/2018
199	008.8(a)4	F	11	19		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/8/2018
199	008.8(a)4	F	11	7		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/8/2018
199	008.8(a)4	F	11	8		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/8/2018
	8(c)	B	12	01B		O	Ceiling tile needs replaced	0	60	11/8/2018
	1(e)6	B	13	01		O	Housekeeping is poor - room is cluttered and disorganized	0	60	11/8/2018
407	008.11(d)	F	14	01		M	Fire alarm in trouble mode needs repair	1	30	1/12/2017
199	008.10(b)1	B	14	20		O	Storage must be removed from mechanical room	0	60	11/8/2018
515	008.9(j)1	F	2	4		M	Hood Suppression System biannual certification has expired	6	30	1/9/2012
899	14(f)4	E	5	01		O	Boiler Certificate expired	1	30	1/11/2018
	8(c)	B	7	04		O	Ceiling tile needs replaced	0	60	11/8/2018
	17(f)	B	7	06		O	Multi-plug cords must plug directly into wall receptacle	0	60	11/8/2018
	17(f)	B	7	09		O	Multi-plug cords must plug directly into wall receptacle	0	60	11/8/2018
199	008.8(a)4	F	8	01		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/8/2018
199	008.8(a)4	F	8	02		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/8/2018



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/8/2018

Fish Number: 00020 00002 00002
School: George W. Munroe Elementary
Address: 1850 W. King Street
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	8(c)	B	98	03		O	Ceiling tile needs replaced	0	60	11/8/2018
204	008.11(b)	C	98	04		M	Emergency light needs to be repaired/replaced	1	30	1/11/2018
106	008.8(a)4	F	98	04		O	Combustibles covering window/door need to be removed	1	30	1/11/2018
	9(a)	C	98	07		M	Door needs to be repaired/replaced	2	30	4/7/2016
204	008.11(b)	C	99	05		M	Emergency light needs to be repaired/replaced	2	30	4/7/2016
199	008.8(a)4	F	99	05		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/7/2016
	2(b)6	B	99	05		M	Portable skirting needs repair	7	60	5/24/2011
	2(b)6	B	99	06		M	Portable skirting needs repair	7	60	5/24/2011
199	008.8(a)4	F	99	06		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/11/2018
	17(f)	B	99	07		O	Multi-plug cords must plug directly into wall receptacle	1	60	1/11/2018
	2(b)6	B	99	07		M	Portable skirting needs repair	2	60	4/7/2016
	2(b)6	B	99	09		M	Portable skirting needs repair	7	60	5/24/2011
199	008.8(a)4	F	99	09 A&B		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/7/2016
	2(b)6	B	99	10		M	Portable skirting needs repair	7	60	5/24/2011
204	008.11(b)	C	99	10		M	Emergency light needs to be repaired/replaced	1	30	1/11/2018
	8(c)	B	99	10		O	Ceiling tile needs replaced	0	60	11/8/2018
	10(a)	B	99	10		M	Wall (Interior) needs to be repaired	0	60	11/8/2018
	8(c)	B	99	10		O	Ceiling tile needs replaced	0	60	11/8/2018
	7(c)	C	99	10-11		C	Wood ramp needs to be replaced	0	30	11/8/2018
204	008.11(b)	C	99	11		M	Emergency light needs to be repaired/replaced	5	30	1/7/2013
209	008.5(b)5	F	99	11		C	Door closer needs to be installed	6	30	1/9/2012



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/8/2018

Fish Number: 00020 00002 00002
School: George W. Munroe Elementary
Address: 1850 W. King Street
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	2(b)6	B	99	11		M	Portable skirting needs repair	7	60	5/24/2011

Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
 Phone: (386)-397-5191
 Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/8/2018

Fish Number: 00020 00007 00007
School: Gadsden Elementary Magnet
Address: 500 W. King Street
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
205	002.5	F	3	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
205	002.5	F	4	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
205	002.5	F	5	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
205	002.5	F	7			O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
106	008.8(a)4	F	7	05		O	Combustibles covering window/door need to be removed	1	30	1/11/2018
106	008.8(a)4	F	7	05		O	Combustibles covering window/door need to be removed	0	30	11/8/2018
205	002.5	F	8	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/10/2012
106	008.8(a)4	F	8	01		O	Combustibles covering window/door need to be removed	1	30	1/11/2018
204	008.11(b)	C	8	02		M	Emergency light needs to be repaired/replaced	1	30	1/11/2018
204	008.11(b)	C	8	08		M	Emergency light needs to be repaired/replaced	0	30	11/8/2018
	8(c)	B	8	08		O	Ceiling tile needs replaced	0	60	11/8/2018
10	005.2(a)	A	cafeteri a			O	Unsafe building/room cannot be used. Secure against entry.	0	1	11/8/2018
10	005.2(a)	A	gym			O	Unsafe building/room cannot be used. Secure against entry.	0	1	11/8/2018

Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
 Phone: (386)-397-5191
 Address: 588 NW Harris Lake Dr, Lake City, Florida 32055

AG & B SAFETY INSPECTORS



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION

For School Year 7/1/2018 1 to 6/30/2019

Inspection Date: 11/8/2018

Fish Number: 00020 00007 00007

School: Gadsden Elementary Magnet

Address: 500 W. King Street

City: Quincy

State: Florida

Zip Code: 32351



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/8/2018

Fish Number: 00020 00015 00017
School: Max D Walker Administrative Center
Address: 35 Experiment Station Road
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	8(c)	B	01	068		O	Ceiling tile needs replaced	0	60	11/5/2018
402	008.11(d)	F	01	075 (hall)		M	Fire alarm needs inspection and current tag	0	30	11/5/2018
204	008.11(b)	C	01	12A (hall)		M	Emergency light needs to be repaired/replaced	0	30	11/5/2018
199	17(f)2c	B	01	36		O	Storage must be removed from electrical room	0	60	11/5/2018
199	008.9(u)	B	01	attic		O	Storage needs removed	0	60	11/5/2018
501	008.7(b)	F	04	04 (outside)		O	Fire extinguisher expired/outdated	0	30	11/5/2018
106	008.8(a)4	F	99	31		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
199	008.8(a)4	F	99	38		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/4/2016
199	008.8(a)4	F	99	38F		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/4/2016
501	008.7(b)	F	99	63		O	Fire extinguisher expired/outdated	1	30	1/9/2017
199	008.8(a)4	F	99	63		O	Curtains must be labeled flame resistant from Manufacturer	6	30	1/9/2012
199	008.8(a)4	F	99	64		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/5/2018
204	008.11(b)	C	99	new		M	Emergency light needs to be repaired/replaced	1	30	1/8/2018
204	008.11(b)	C	99	new		M	Emergency light needs to be repaired/replaced	1	30	1/8/2018



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION

For School Year 7/1/2018 1 to 6/30/2019

Inspection Date: 11/8/2018

Fish Number: 00020 00015 00017

School: Max D Walker Administrative Center

Address: 35 Experiment Station Road

City: Quincy

State: Florida

Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
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Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939

Phone: (386)-397-5191

Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/8/2018

Fish Number: 00020 00013 00014
School: James A. Shanks Middle
Address: 1400 W. King Street
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	15(a)	E	00	outside		O	Elevator certificate expired	0	30	11/8/2018
407	008.11(d)	F	01	21		M	Fire alarm in trouble mode needs repair	0	30	11/8/2018
204	008.11(b)	C	01	29		M	Emergency light needs to be repaired/replaced	1	30	1/11/2018
106	008.8(a)4	F	02	03		O	Combustibles covering window/door need to be removed	0	30	11/8/2018
199	008.8(a)4	F	02	04		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/11/2018
199	008.8(a)4	F	02	06		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/11/2018
199	008.8(a)4	F	02	14		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/11/2018
106	008.8(a)4	F	02	14		O	Combustibles covering window/door need to be removed	0	30	11/8/2018
106	008.8(a)4	F	03	02		O	Combustibles covering window/door need to be removed	0	30	11/8/2018
106	008.8(a)4	F	03	05		O	Combustibles covering window/door need to be removed	0	30	11/8/2018
106	008.8(a)4	F	03	06		O	Combustibles covering window/door need to be removed	0	30	11/8/2018
	8(c)	B	03	12		O	Ceiling tile needs replaced	0	60	11/8/2018
199	008.8(a)4	F	03	47		O	Curtains must be labeled flame resistant from Manufacturer	7	30	5/24/2011
199	008.8(a)4	F	03	48		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/11/2018
199	008.8(a)4	F	03	50		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/12/2017
199	008.8(a)4	F	03	51		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/8/2018
515	008.9(j)1	F	05	007		M	Hood Suppression System biannual certification has expired	2	30	4/6/2016
505	.008.7(b)	F	05	007		M	Fire extinguisher (K class) is required- install	2	30	4/6/2016
899	008.9(d)	E	05	20		O	Boiler Certificate needs to be posted	1	30	1/12/2017
	4(d)	E	06	02		M	Stadiums and bleachers inspections	2	30	4/6/2016
204	008.11(b)	C	06	34		M	Emergency light needs to be repaired/replaced	2	30	4/6/2016



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/8/2018

Fish Number: 00020 00013 00014
School: James A. Shanks Middle
Address: 1400 W. King Street
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	10(d)	B	06	gym floor		M	Floor is damaged and needs repair	0	60	11/8/2018
	8(c)	B	06	roof		M	Roof damage needs to be repaired	0	60	11/8/2018
	1(e)6f	B	07	02		O	Light bulb needs to be replaced	1	60	1/12/2017
199	17(f)2c	B	07	07		O	Storage must be removed from electrical room	1	60	1/11/2018
	8(c)	B	15	10		O	Ceiling tile needs replaced	1	60	1/11/2018
199	008.8(a)4	F	15	15		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/8/2018
199	008.8(a)4	F	15	Dawkins		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/8/2018
	1(e)6f	B	15	hall		O	Light bulb needs to be replaced	0	60	11/8/2018
	8(c)	B	16	101 (hall)		O	Ceiling tile needs replaced	0	60	11/8/2018
199	008.8(a)4	F	16	105		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/12/2017
199	008.8(a)4	F	16	106		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/6/2016
	8(c)	B	16	112		O	Ceiling tile needs replaced	0	60	11/8/2018
	17(f)1	B	16	west outside		M	Electrical outlet cover is missing - replace cover	1	60	1/12/2017
501	008.7(b)	F	98	05		O	Fire extinguisher expired/outdated	0	30	11/8/2018
	8(c)	B	98	05		O	Ceiling tile needs replaced	0	60	11/8/2018



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
For School Year 7/1/2018 1 to 6/30/2019
Inspection Date: 11/8/2018

Fish Number: 00020 00013 00014
School: James A. Shanks Middle
Address: 1400 W. King Street
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
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Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
Phone: (386)-397-5191
Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/7/2018

Fish Number: 00020 00019 00020
School: Havana Magnet School
Address: 1100 E 9th Avenue
City: Havana
State: Florida
Zip Code: 32333

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
205	002.5	F	1	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	6	30	1/11/2012
407	008.11(d)	F	1	103		M	Fire alarm in trouble mode needs repair	1	30	1/10/2018
402	008.11(d)	F	1	103		M	Fire alarm needs inspection and current tag	0	30	11/7/2018
199	008.8(a)4	F	1	130		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/7/2018
	8(c)	B	1	401		O	Ceiling tile needs replaced	0	60	11/7/2018
205	002.5	F	10	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	5	30	1/9/2013
205	002.5	F	11	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	5	30	1/9/2013
	4(d)	E	11	1108		M	Stadiums and bleachers inspections	2	30	4/6/2016
501	008.7(b)	F	11	1108		M	Fire extinguisher cabinet needs repair	1	30	1/11/2017
501	008.7(b)	F	11	1120 (hall)		M	Fire extinguisher cabinet needs repair	1	30	1/10/2018
205	002.5	F	12	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	5	30	1/9/2013
515	008.9(j)1	F	12	1203		M	Hood Suppression System biannual certification has expired	7	30	5/27/2011
505	.008.7(b)	F	12	1203		M	Fire extinguisher (K class) is required- install	2	30	4/6/2016
	1(e)6	B	12	1222		O	Housekeeping is poor - room is cluttered and disorganized	0	60	11/7/2018
	1(e)6	B	12	1223		O	Housekeeping is poor - room is cluttered and disorganized	1	60	1/11/2017
	1(e)3	F	12	1223		O	Gas containers must be metal safety cans-replace	7	30	5/27/2011
302	008.3(c)	F	12	1229A		C	Fire separation needed	2	30	4/6/2016
199	008.10(c)	F	12	1230		O	Storage too close to ceiling - maintain 18" clearance	0	30	11/7/2018
899	14(f)4	E	12	128A		O	Boiler Certificate expired	1	30	1/11/2017
	9(c)13	C	12	128A		M	Door closer needs to be adjusted/repared	1	30	1/11/2017
	1(e)6	B	13	01		O	Housekeeping is poor - room is cluttered and disorganized	1	60	1/11/2017



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/7/2018

Fish Number: 00020 00019 00020
School: Havana Magnet School
Address: 1100 E 9th Avenue
City: Havana
State: Florida
Zip Code: 32333

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
199	008.8(a)4	F	14	1406		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/7/2018
199	008.10(c)	F	14	1407A		O	Storage too close to ceiling - maintain 18" clearance	0	30	11/7/2018
402	008.11(d)	F	14	1419		M	Fire alarm needs inspection and current tag	0	30	11/7/2018
203	008.11(b)2	C	14	1440		M	Signage - Exit sign needs repair	0	30	11/7/2018
205	002.5	F	2	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	5	30	1/9/2013
	17(f)	B	2	203		O	Multi-plug cords must plug directly into wall receptacle	0	60	11/7/2018
205	002.5	F	4	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	4	30	1/15/2014
205	002.5	F	5	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	4	30	1/15/2014
205	002.5	F	6	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	5	30	1/9/2013
	1(d)	B	6	602		O	Air Fresheners, candles and other odor masking substances are not permitted.	0	60	11/7/2018
199	008.8(a)4	F	6	605		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/7/2018
	17(f)	B	6	608		O	Multi-plug cords must plug directly into wall receptacle	1	60	1/10/2018
199	008.8(a)4	F	6	616		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/7/2018
210	008.8(a)2	C	6	628		O	Secondary egress is obstructed - keep clear	1	30	1/10/2018
	9(c)	C	6	634		M	Door lock needs to be repaired/replaced	2	30	4/6/2016
	9(a)	B	6	639		M	Lock needs repair	0	60	11/7/2018
506	008.7(b)	F	6	646		O	Fire extinguisher missing needs to be installed/replaced	2	30	4/6/2016
205	002.5	F	7	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	4	30	1/15/2014
205	002.5	F	8	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	5	30	1/9/2013
205	002.5	F	9	000		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	5	30	1/9/2013
299	008.2(f)12	C	football	bleachers		C	Hand rails need to be installed	1	30	1/10/2018



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
For School Year 7/1/2018 1 to 6/30/2019
Inspection Date: 11/7/2018

Fish Number: 00020 00019 00020
School: Havana Magnet School
Address: 1100 E 9th Avenue
City: Havana
State: Florida
Zip Code: 32333

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
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Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
Phone: (386)-397-5191
Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/5/2018

Fish Number: 00020 00016 00016
School: Transportation Center (Gadsden)
Address: 720 S Stewart Street
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
204	008.11(b)	C	01	05 (hallway)		M	Emergency light needs to be repaired/replaced	0	30	11/5/2018

Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
 Phone: (386)-397-5191
 Address: 588 NW Harris Lake Dr, Lake City, Florida 32055



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/5/2018

Fish Number: 00020 00012 00012
School: Stewart Street Elementary
Address: 749 S Stewart St
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	3(i)4	B	00	playground		M	Playground surface must be resilient material	1	60	1/8/2018
402	008.11(d)	F	1	01		M	Fire alarm needs inspection and current tag	7	30	5/26/2011
407	008.11(d)	F	1	01		M	Fire alarm in trouble mode needs repair	2	30	4/4/2016
	8(c)	B	2	42		O	Ceiling tile needs replaced	0	60	11/5/2018
515	008.9(j)1	F	2	43		M	Hood Suppression System biannual certification has expired	6	30	1/10/2012
	9(a)	C	2	43D		M	Door needs to be repaired/replaced	0	30	11/5/2018
106	008.8(a)4	F	3	20		O	Combustibles covering window/door need to be removed	6	30	1/10/2012
106	008.8(a)4	F	3	21		O	Combustibles covering window/door need to be removed	6	30	1/10/2012
106	008.8(a)4	F	3	22		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	3	23		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
106	008.8(a)4	F	3	24		O	Combustibles covering window/door need to be removed	1	30	1/8/2018
106	008.8(a)4	F	3	26		O	Combustibles covering window/door need to be removed	1	30	1/9/2017
106	008.8(a)4	F	3	27		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	4	08		O	Combustibles covering window/door need to be removed	1	30	1/8/2018
106	008.8(a)4	F	4	10		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	4	11		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
106	008.8(a)4	F	4	12		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
106	008.8(a)4	F	4	16		O	Combustibles covering window/door need to be removed	1	30	1/8/2018
106	008.8(a)4	F	4	17		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
	8(c)	B	4	18		O	Ceiling tile needs replaced	0	60	11/5/2018
106	008.8(a)4	F	4	18		O	Combustibles covering window/door need to be removed	1	30	1/8/2018



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/5/2018

Fish Number: 00020 00012 00012
School: Stewart Street Elementary
Address: 749 S Stewart St
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
106	008.8(a)4	F	4	9		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
106	008.8(a)4	F	5	30		O	Combustibles covering window/door need to be removed	1	30	1/9/2017
506	008.7(b)	F	5	30		O	Fire extinguisher missing needs to be installed/replaced	0	30	11/5/2018
106	008.8(a)4	F	5	31		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
106	008.8(a)4	F	5	32		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
106	008.8(a)4	F	5	33		O	Combustibles covering window/door need to be removed	1	30	1/9/2017
106	008.8(a)4	F	5	34		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
501	008.7(b)	F	5	34 (hall)		O	Fire extinguisher needs to be recharged	0	30	11/5/2018
106	008.8(a)4	F	5	35		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
	9(a)	B	5	35		M	Lock needs repair	0	60	11/5/2018
106	008.8(a)4	F	5	36		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	5	37		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	5	38		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	5	39		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	5	40		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
204	008.11(b)	C	7	50		M	Emergency light needs to be repaired/replaced	1	30	1/8/2018
106	008.8(a)4	F	7	51		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
204	008.11(b)	C	7	51 (hall)		M	Emergency light needs to be repaired/replaced	2	30	4/4/2016
106	008.8(a)4	F	7	52		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	7	58		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	7	59		O	Combustibles covering window/door need to be removed	6	30	1/10/2012



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/5/2018

Fish Number: 00020 00012 00012
School: Stewart Street Elementary
Address: 749 S Stewart St
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
199	008.8(a)4	F	7	60		O	Curtains must be labeled flame resistant from Manufacturer	7	30	5/26/2011
106	008.8(a)4	F	7	60		O	Combustibles covering window/door need to be removed	2	30	4/4/2016
106	008.8(a)4	F	7	61		O	Combustibles covering window/door need to be removed	6	30	1/10/2012
199	008.8(a)4	F	7	west hall		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/4/2016
	1(e)3	E	8	01		O	Co2/helium tank needs to be secured	0	30	11/5/2018
209	008.5(b)5	F	8	01		C	Door closer needs to be installed	0	30	11/5/2018
	None	N	98	06		N	No deficiencies noted	0	0	11/5/2018
106	008.8(a)4	F	98	13		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
	8(c)4	E	98	13		M	Wall (exterior) needs wood repair	0	30	11/5/2018
199	008.2(f)	C	98	13		M	Ramp needs repair	1	30	1/8/2018
	2(b)6	B	98	13		M	Portable skirting needs repair	4	60	1/13/2014
	2(b)6	B	98	14		M	Portable skirting needs repair	1	60	1/8/2018
299	008.2(f)15	C	98	14		M	Hand rails need to be repaired	1	30	1/9/2017
	2(b)6	B	98	18		M	Portable skirting needs repair	2	60	4/4/2016
106	008.8(a)4	F	99	18		O	Combustibles covering window/door need to be removed	1	30	1/8/2018
106	008.8(a)4	F	99	25		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
199	008.8(a)4	F	99	25		O	Curtains must be labeled flame resistant from Manufacturer	1	30	1/9/2017
	2(b)6	B	99	26		M	Portable skirting needs repair	5	60	1/7/2013
502	008.7(b)	F	99	26		M	Fire extinguisher needs to be mounted	0	30	11/5/2018
199	008.8(a)4	F	99	26		O	Curtains must be labeled flame resistant from Manufacturer	0	30	11/5/2018
106	008.8(a)4	F	99	27		O	Combustibles covering window/door need to be removed	2	30	4/4/2016



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/5/2018

Fish Number: 00020 00012 00012
School: Stewart Street Elementary
Address: 749 S Stewart St
City: Quincy
State: Florida
Zip Code: 32351

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
	2(b)6	B	99	28		M	Portable skirting needs repair	5	60	1/7/2013
199	008.8(a)4	F	99	28		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/4/2016
	8(c)	B	99	28		O	Ceiling tile needs replaced	0	60	11/5/2018
	2(b)6	B	99	29		M	Portable skirting needs repair	5	60	1/7/2013
203	008.11(b)2	C	99	29		O	Exit sign needs bulb(s)	2	30	4/4/2016
199	008.8(a)4	F	99	29		O	Curtains must be labeled flame resistant from Manufacturer	2	30	4/4/2016
106	008.8(a)4	F	99	29		O	Combustibles covering window/door need to be removed	0	30	11/5/2018
	9(a)	C	99	30		M	Door needs to be repaired/replaced	0	30	11/5/2018
	8(c)4	E	99	30		M	Wall (exterior) needs wood repair	0	30	11/5/2018
	9(a)	C	99	30		M	Door needs to be repaired/replaced	1	30	1/9/2017
209	008.5(b)5	F	99	40		C	Door closer needs to be installed	1	30	1/9/2017
	2(b)6	B	99	40		M	Portable skirting needs repair	2	60	4/4/2016
209	008.5(b)5	F	99	63		C	Door closer needs to be installed	1	30	1/8/2018
	2(b)6	B	99	63		M	Portable skirting needs repair	1	60	1/8/2018

Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
 Phone: (386)-397-5191
 Address: 588 NW Harris Lake Dr, Lake City, Florida 32055

AG & B SAFETY INSPECTORS



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION

For School Year 7/1/2018 1 to 6/30/2019

Inspection Date: 11/5/2018

Fish Number: 00020 00012 00012

School: Stewart Street Elementary

Address: 749 S Stewart St

City: Quincy

State: Florida

Zip Code: 32351



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/6/2018

Fish Number: 00020 00022 00022
School: West Gadsden Middle School
Address: 200 Providence Rd
City: Greensboro
State: Florida
Zip Code: 32330

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
205	002.5	F	00	00		O	Monthly log of emergency light, exit sign, & fire ext. must be kept	5	30	1/8/2013
1201	002.5	E	01	103		O	Fire drill reports are incomplete	0	30	11/6/2018
302	008.3(c)	F	01	130		C	Fire separation needed	2	30	4/5/2016
515	008.9(j)1	F	03	303		M	Hood Suppression System biannual certification has expired	5	30	1/8/2013
	1(e)6f	B	03	303A		O	Light bulb needs to be replaced	0	60	11/6/2018
106	008.8(a)4	F	04	408		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
501	008.7(b)	F	04	415 (hall)		M	Fire extinguisher cabinet needs repair	1	30	1/10/2017
302	008.3(c)	F	04	418		C	Fire separation needed	2	30	4/5/2016
199	008.9(u)	B	04	419		O	Storage needs removed	0	60	11/6/2018
	17(f)1	B	04	437		M	Electrical outlet cover is missing - replace cover	0	60	11/6/2018
402	008.11(d)	F	05	501		M	Fire alarm needs inspection and current tag	0	30	11/6/2018
	4(d)	E	05	508		M	Stadiums and bleachers inspections	2	30	4/5/2016
	12(f)	B	05	520		M	Dryer not vented to the exterior	0	60	11/6/2018
501	008.7(b)	F	05	521 (hall)		M	Fire extinguisher cabinet needs repair	0	30	11/6/2018
203	008.11(b)2	C	06	620		O	Exit sign needs bulb(s)	0	30	11/6/2018
199	008.10(c)	F	07	720		O	Storage too close to ceiling - maintain 18" clearance	1	30	1/9/2018
515	008.9(j)1	F	07	722A		M	Hood Suppression System biannual certification has expired	5	30	1/8/2013
	8(c)	B	07	731		O	Ceiling tile needs replaced	2	60	4/5/2016
106	008.8(a)4	F	08	804		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
	5a	B	08	811		M	Wall (Masonry) needs to be repaired	0	60	11/6/2018
	1(e)6f	B	08	823		O	Light bulb needs to be replaced	0	60	11/6/2018



Gadsden

ANNUAL COMPREHENSIVE SAFETY INSPECTION
 For School Year 7/1/2018 1 to 6/30/2019
 Inspection Date: 11/6/2018

Fish Number: 00020 00022 00022
School: West Gadsden Middle School
Address: 200 Providence Rd
City: Greensboro
State: Florida
Zip Code: 32330

Fire Code	RuleID	Priority	Bldg	Room	Ext	Type	Deficiency	Times Cited	Cor Period	Insp Date
106	008.8(a)4	F	08	824		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
	1(e)6f	B	08	825		O	Light bulb needs to be replaced	0	60	11/6/2018
106	008.8(a)4	F	08	826		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
	17(f)	B	08	828		O	Multi-plug cords must plug directly into wall receptacle	0	60	11/6/2018
106	008.8(a)4	F	09	903		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.8(a)4	F	09	909		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
106	008.8(a)4	F	09	913		O	Combustibles covering window/door need to be removed	0	30	11/6/2018
	4(d)	E	baseball	bleachers		M	Stadiums and bleachers inspections	2	30	4/5/2016
	4(d)	E	softball	bleachers		M	Stadiums and bleachers inspections	2	30	4/5/2016

Inspector: Ronald Hobbs

Signature: _____

Fl. Certificate No. 174939
 Phone: (386)-397-5191
 Address: 588 NW Harris Lake Dr, Lake City, Florida 32055

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11a

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEM: School Improvement Plans (Elementary & Secondary Schools)

DIVISION: Elementary and Secondary Education

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

PURPOSE AND SUMMARY OF ITEM:

The State of Florida requires that School Improvement Plans for all public school be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary School, Gadsden County High School, Gadsden Elementary Magnet School, George W. Munroe Elementary School, Greensboro Elementary School, Havana Magnet School, James A. Shanks Middle School, Stewart Street Elementary School and West Gadsden Middle School. These plans are detailed outlines of the objective 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: Tammy McGriff Farlin, EdS/Sylvia R. Jackson, Ed.D,

POSITION: Area Director, Elementary Education/Area Director, Secondary Education and Director of Adult, Career and Technical Education

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 _____

REVIEWED BY: _____

Gadsden County Schools

Chattahoochee Elementary School



2018-19 School Improvement Plan

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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)

Elementary School
 PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate

(As Reported on Survey 3)

100%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

96%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	B	C	B	C*

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement

Chattahoochee Elementary School's (CES) vision is to create excellence in students as we prepare them to succeed in tomorrow's world.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Denson, Valencia	Principal
Nelson, Rena	Instructional Coach
Chapman-Thomas, Tylisa	Teacher, K-12
Wiggins, Mellany	Teacher, K-12
Dortch, Prudence	Guidance Counselor
Tshabe, Crystal	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team examines data and makes important decisions based on data that continuously improve the school. Also, the leadership team ensures that everyone in the building is focused on the core business of the school — improving student learning outcomes.

Early Warning Systems

Year 2017-18

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	15	7	9	5	3	3	0	0	0	0	0	0	0	42
One or more suspensions	6	1	11	11	9	0	0	0	0	0	0	0	0	38
Course failure in ELA or Math	2	6	10	4	0	0	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	9	3	1	0	0	0	0	0	0	0	13

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		3	5	9	8	2	1	0	0	0	0	0	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	7	10	3	0	0	0	0	0	0	0	0	0	24
Retained Students: Previous Year(s)	0	0	3	2	0	0	0	0	0	0	0	0	0	5

Date this data was collected

Sunday 7/1/2018

Year 2016-17 - As Reported

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	
One or more suspensions	3	4	14	13	9	3	0	0	0	0	0	0	0	46
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	10	3	7	0	0	0	0	0	0	0	20

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	4	3	5	0	0	0	0	0	0	12

Year 2016-17 - Updated

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	3	4	14	13	9	3	0	0	0	0	0	0	0	46
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	10	3	7	0	0	0	0	0	0	0	20

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	4	3	5	0	0	0	0	0	0	0	12

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is science.
 Yes, this is a trend.

Which data component showed the greatest decline from prior year?

The school saw an increase in all data components from 2016-17 to 2017-18.

Which data component had the biggest gap when compared to the state average?

The biggest gap occurred in science.

Which data component showed the most improvement? Is this a trend?

The component that showed the most improvement is learning gains in ELA.
 Attendance also showed significant improvement.
 Yes, this is a trend.

Describe the actions or changes that led to the improvement in this area

The school embraced the district's focus on small group instruction in order to differentiate instruction.

The guidance counselor conducted weekly calls to parents. Also, she sent certified letters to parent every grading period. The district's parent services center provided assistance when needed.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	50%	43%	56%	25%	28%	55%
ELA Learning Gains	76%	81%	55%	37%	39%	57%
ELA Lowest 25th Percentile	0%	66%	48%	0%	51%	52%
Math Achievement	58%	60%	62%	70%	49%	61%
Math Learning Gains	68%	81%	59%	77%	50%	61%
Math Lowest 25th Percentile	0%	53%	47%	0%	51%	51%
Science Achievement	29%	36%	55%	12%	20%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15 (0)	7 (0)	9 (0)	5 (0)	3 (0)	3 (0)	42 (0)
One or more suspensions	6 (3)	1 (4)	11 (14)	11 (13)	9 (9)	0 (3)	38 (46)
Course failure in ELA or Math	2 (0)	6 (0)	10 (0)	4 (0)	0 (0)	0 (0)	22 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	9 (10)	3 (3)	1 (7)	13 (20)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	40%	6%	57%	-11%
	2017	21%	34%	-13%	58%	-37%
Same Grade Comparison		25%				
Cohort Comparison						
04	2018	56%	38%	18%	56%	0%
	2017	57%	34%	23%	56%	1%
Same Grade Comparison		-1%				
Cohort Comparison		35%				
05	2018	63%	33%	30%	55%	8%
	2017	21%	30%	-9%	53%	-32%
Same Grade Comparison		42%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	51%	56%	-5%	62%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	70%	56%	14%	62%	8%
Same Grade Comparison		-19%				
Cohort Comparison						
04	2018	56%	49%	7%	62%	-6%
	2017	57%	59%	-2%	64%	-7%
Same Grade Comparison		-1%				
Cohort Comparison		-14%				
05	2018	75%	48%	27%	61%	14%
	2017	71%	54%	17%	57%	14%
Same Grade Comparison		4%				
Cohort Comparison		18%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	51	79		56	68		33				
SWD	42			50							
FRL	49	74		58	66		31				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	24	33		70	76		8				
FRL	22	42		67	74		8				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title All students will demonstrate progress in the ELA

Rationale 48 percent of the students did not demonstrate proficiency based on the 2017-18 Florida Standards Assessment.

Intended Outcome By the end of the 2018-19 school year, all students will make progress in the Content Area: English Language Arts based on the FSA/ELA Writing by an increase of 8 percent.

Point Person Valencia Denson (densonv@gcpsmail.com)

Action Step

Implementation of curriculum materials in the content area of ELA will occur with monitoring of student progress in that curriculum.

Professional development in the area of ELA strategies with populations demonstrating significant disabilities.

Description

Purchase of Phonics for Reading supplemental phonics program to enhance decoding skills

Implementation of Accelerated Reader to provide high-interest material for practicing comprehensions skills learned.

Ready Books focused on standard based lessons

Review of students' state assessment scores in the area of ELA will occur with teachers at the first teacher meeting of the school year.

Person Responsible Valencia Denson (densonv@gcpsmail.com)

Plan to Monitor Effectiveness

Assessment of student skills from current and prior year data will be reviewed for the demonstration of progress.

Early identification of students with reading deficiencies will be done by analyzing data from Star Early Literacy, Star Reading and i-Ready diagnostics.

Description I Ready ELA data will be reviewed on a weekly basis.

Literacy walk through and weekly data chats with administration will be used as a source of data to monitor ELA progress.

Core ELA Curriculum Journey's, Ready ® weekly assessments, Cold Reads data will reviewed to monitor ELA progress

Person Responsible Valencia Denson (densonv@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Chattahoochee Elementary believes that parents, families and other community stakeholders are critical to the continuous improvement of our school and students. We consistently provide opportunities for parents, families and community members to access activities, provide input on decisions, as well as contribute to educational efforts. Parent conferences are scheduled during times that are convenient for the parents/guardians. Staff is encouraged to reach out to parents when parents visiting the school is not possible. Extra-curricular activities, such as awards assemblies, holiday programs and socials are hosted to address the social-emotional health of our students and their families.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 the teacher to discuss ways to help alleviate situations that may arise in the classroom. Also, we have additional help from outside resources such as social workers and counselors who provide one on one counseling.

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 students for Kindergarten. Pre-K teachers conduct home visits of all students entering the Pre-K program prior to the start of the school year. DLM Pre-K curriculum is used to help students enhance their literacy skills. For the 2018-19 school year, the all Prekindergarten classrooms will implement Peer-assisted Learning Strategies (PALS) in an effort to improve students' readiness for kindergarten.

Each year the Pre-K teacher and kindergarten teacher collaborate 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 middle school campuses and meet the staff. The students are also given the opportunity to select classes for the upcoming school year upon promotion.

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

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.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school has established a partnership with various organization within the community that provide services to the school to help better the entire students, staff and community.

Part V: Budget	
Total:	\$0.00

Gadsden County Schools

Gadsden Elementary Magnet School



2018-19 School Improvement Plan

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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) Combination School PK-8	2018-19 Title I School No	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) 100%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 96%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	A	A	A*

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Davis, Allysun	Principal
Porter, LaTasha	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

- Creating a vision of academic success for all students
- Engaging parents and others outside the immediate school community, such as local business people.
- Developing a professional community of teachers who help improve teaching & learning throughout the school. This is accomplished by providing consistent and well-defined learning expectations for children, leading frequent conversations among teachers about pedagogy, and creating an atmosphere in which it's common for teachers to visit one another's classrooms to observe instruction

Early Warning Systems

Year 2017-18

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest 25% of students making Learning Gains in Math is 56%. Because our students typically score at levels 4 and 5, they sometimes find it difficult to maintain their prior year levels with the added number of skills they have to master each year. This is a trend we are working to break with varied interventions.

Which data component showed the greatest decline from prior year?

The Science Achievement cell shows a decrease of 14 percentage points. The students scored 84% on the 2017 Spring Assessment and 70% on the 2018 Spring Assessment.

Which data component had the biggest gap when compared to the state average?

In the math achievement cell, the state's average is 61% and the school average is 91%. The data shows a gap of 30 percentage points in favor of the school.

Which data component showed the most improvement? Is this a trend?

The lowest 25% of the tested population of students making learning gains is in reading. The data shows an increase of 14 percentage points.

Describe the actions or changes that led to the improvement in this area

- Focused Instruction in Reading
- Students received additional support from the Intervention Teacher

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	86%	47%	60%	83%	50%	57%
ELA Learning Gains	62%	51%	57%	73%	54%	57%
ELA Lowest 25th Percentile	70%	51%	52%	56%	49%	51%
Math Achievement	91%	57%	61%	86%	59%	58%
Math Learning Gains	65%	50%	58%	65%	55%	56%
Math Lowest 25th Percentile	56%	47%	52%	63%	54%	50%
Science Achievement	70%	43%	57%	84%	51%	53%
Social Studies Achievement	83%	70%	77%	0%	60%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	0 (0)	0 (0)	0 (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 (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 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (3)	0 (3)	0 (2)	0 (0)	0 (0)	0 (8)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	88%	40%	48%	57%	31%
	2017	83%	34%	49%	58%	25%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	87%	38%	49%	56%	31%
	2017	87%	34%	53%	56%	31%
Same Grade Comparison		0%				
Cohort Comparison		4%				
05	2018	83%	33%	50%	55%	28%
	2017	91%	30%	61%	53%	38%
Same Grade Comparison		-8%				
Cohort Comparison		-4%				
06	2018	100%	31%	69%	52%	48%
	2017	75%	28%	47%	52%	23%
Same Grade Comparison		25%				
Cohort Comparison		9%				
07	2018	76%	33%	43%	51%	25%

Gadsden - 0101 - Gadsden Elementary Magnet School - 2018-19 SIP
Gadsden Elementary Magnet School

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	0%	30%	-30%	52%	-52%
Same Grade Comparison		76%				
Cohort Comparison		1%				
08	2018	0%	34%	-34%	58%	-58%
	2017	80%	33%	47%	55%	25%
Same Grade Comparison		-80%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	94%	56%	38%	62%	32%
	2017	94%	56%	38%	62%	32%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	93%	49%	44%	62%	31%
	2017	93%	59%	34%	64%	29%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
05	2018	100%	48%	52%	61%	39%
	2017	100%	54%	46%	57%	43%
Same Grade Comparison		0%				
Cohort Comparison		7%				
06	2018	100%	49%	51%	52%	48%
	2017	60%	39%	21%	51%	9%
Same Grade Comparison		40%				
Cohort Comparison		0%				
07	2018	82%	40%	42%	54%	28%
	2017	0%	36%	-36%	53%	-53%
Same Grade Comparison		82%				
Cohort Comparison		22%				
08	2018					
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	34%	-34%	65%	-65%
2017	80%	32%	48%	63%	17%
Compare		-80%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	88%	55%	33%	71%	17%
2017	0%	47%	-47%	69%	-69%
Compare		88%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	30%	-30%	62%	-62%
2017	80%	31%	49%	60%	20%
Compare		-80%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	20%	-20%	56%	-56%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	83	60	65	90	65	58	67	81			
HSP	94	77		94	77						
FRL	88	65	73	95	61		75				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	79	71	50	85	61	62	78				
FRL	88	77		92	67		89				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Reading

Rationale Historically, the number of students in the lowest 25% have failed to make learning gains in the area of reading.

Intended Outcome To have at least 80% of the students in the lowest 25% make learning gains in reading.

Point Person Allysun Davis (davis@gcpsmail.com)

Action Step

Description To incorporate a balanced approach combining language and literature-rich activities to develop proficiency in reading. Examples include reading aloud, shared reading, guided & independent reading.

Person Responsible Allysun Davis (davis@gcpsmail.com)

Plan to Monitor Effectiveness

Description

- Observe and Check Lesson Plans
- Support & Mentor Teachers
- Monitor Instruction
- Provide Professional Development Opportunities for Instructors

Person Responsible Allysun Davis (davis@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

- *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.
- * Host Family Appreciation Days

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

The school also offers Character Education classes to help students develop appropriate social interaction and conflict resolution skills.

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 Gadsden County High School to experience high school life.

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. Because the school does not meet requirements for Title I services, the district supplements the school's needs to ensure the students receive optimal educational experiences.

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, exposing students to science concepts, and developing mini labs that provide hands on exposure to a variety of concepts.

Part V: Budget	
Total:	\$0.00

Gadsden County Schools

George W. Munroe Elementary School



2018-19 School Improvement Plan

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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)

Elementary School
PK-3

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate

(As Reported on Survey 3)

100%

Primary Service Type

(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate

(Reported as Non-white on Survey 2)

98%

School Grades History

Year

2017-18

2016-17

2015-16

2014-15

Grade

A

F

D

F*

School Board Approval

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement

The mission of George W. Munroe Elementary is to provide a high quality educational program that develops the whole child by implementing a rigorous standard based curriculum along with the "Progress-monitoring & Remediation Off-set & Close Enormous Spaces with Students" approach.

Provide the school's vision statement

Having expectations of excellence of all stake-holders, George W. Munroe will maintain our status by Trusting the "Progress-monitoring & Remediation Off-set & Close Enormous Spaces with Students".

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Peterson, Ronald	Principal
Frazier-Lee, LaRonda	Assistant Principal
Rollinson, Latonya	Instructional Coach
Bailey, Deborah	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

School Principal

*Provide instructional leadership and supervision for student achievement.

*Manage and administer the development, implementation, and assessment of the instructional program at the assigned school.

*Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.

*Promote high student achievement.

*Coordinate program planning with District instructional staff.

* Manage the selection of textbooks, materials, and equipment.

*Manage and administer the testing program for the school.

*Align school initiatives with District, state, and school goals.

* Establish and coordinate procedures for student, teacher, parent, and community

evaluation of
curriculum.

- * Direct the development of the master schedule and assign teachers according to identified needs.
- *Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.
- *Facilitate, monitor, and coordinate the implementation of Exceptional Student Education programs and services.
- * Provide leadership in the effective use of technology in the classroom.
- * Supervise the establishment and maintenance of individual professional development plans for each instructional employee

Assistant Principal

- * Assist in the development, implementation and evaluation of the instructional program, including the use of technology.
- * Supervise curricular and extracurricular activities as assigned.
- * Provide recommendations to the Principal regarding curriculum improvement.
- * Supervise textbook and equipment selection, acquisition and inventory.
- * Assist the Principal in the administration of the summer school program.
- * Assist with coordinating student field trips.
- * Assist in developing the master schedule and assignment of students and staff.
- * Assist in the administration of the testing program.
- * Assist in gathering, analyzing, and interpreting data related to student performance.
- * Assist in coordinating the school's accreditation program.

Instructional Coach

- * Instruct staff and students in the use of resources, services, and equipment.
- * Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities.
- * Use appropriate materials, technology, and resources to help meet the learning needs of all students.
- * Apply principles of learning and effective teaching in instructional delivery.
- * Develop and implement curriculum based on current research and best practices.
- * Coordinate program design to ensure continuity in K-12, special and/or regular education.
- * Plan conduct in-service training.
- * Demonstrate successful teaching and learning strategies in the classroom setting
- * Monitor learning activities, providing feedback and reinforcement to students.

Lead Teacher

- * Demonstrate knowledge and understanding of curriculum content.
- * Communicate high expectations for learning for all students.
- * Apply principles of learning and effective teaching in instructional delivery.
- * Monitor learning activities, providing feedback and reinforcement to students.
- * Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs.
- * Use appropriate techniques and strategies to enhance the application of critical, creative, and evaluative thinking capabilities of students.

- * Use appropriate materials, technology, and resources to help meet learning needs of all students.
- * Assist students in accessing, interpreting, and evaluating information from multiple sources.
- * Provide appropriate instruction and modifications for students with special needs, including exceptional education students and students who have limited proficiency in English.
- * Provide quality work for students which is focused on meaningful, relevant, and engaging learning experiences.
- * Provide instruction on safety procedures and proper handling of materials and equipment.
- * Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others, by role modeling and learning activities.
- * Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions.

Guidance Counselor

- * Provide personal / social growth counseling including individual and group concerning academic success, understanding of self and others, communication skills, decision-making, relationship skills, conflict resolution, goal setting and effective coping skills necessary to refuse participation in substance abuse and physical violence.
- * Recognize, appreciate and serve the cultural differences and special needs of individuals and families.
- * Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting action.
- * Orient new students and their parents and assist students moving from grade to grade or school to school.
- * Provide interventions for at-risk students and those with special learning and behavioral needs.
- * Implement programs for career awareness

Early Warning Systems

Year 2017-18

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	22	19	23	20	0	0	0	0	0	0	0	0	0	84
One or more suspensions	3	3	18	22	0	0	0	0	0	0	0	0	0	46
Course failure in ELA or Math	6	13	21	27	0	0	0	0	0	0	0	0	0	67
Level 1 on statewide assessment	0	0	0	39	0	0	0	0	0	0	0	0	0	39
	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	1	2	0	0	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	7	14	20	0	0	0	0	0	0	0	0	0	44
Retained Students: Previous Year(s)	0	0	0	11	0	0	0	0	0	0	0	0	0	11

Date this data was collected

Tuesday 8/28/2018

Year 2016-17 - As Reported

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	26	25	26	23	0	0	0	0	0	0	0	0	0	100
One or more suspensions	0	2	3	8	0	0	0	0	0	0	0	0	0	13
Course failure in ELA or Math	16	27	38	51	0	0	0	0	0	0	0	0	0	132
Level 1 on statewide assessment	0	0	0	16	0	0	0	0	0	0	0	0	0	16

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	3	0	0	0	0	0	0	0	0	0	3

Year 2016-17 - Updated

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	26	25	26	23	0	0	0	0	0	0	0	0	0	100
One or more suspensions	0	2	3	8	0	0	0	0	0	0	0	0	0	13
Course failure in ELA or Math	16	27	38	51	0	0	0	0	0	0	0	0	0	132
Level 1 on statewide assessment	0	0	0	16	0	0	0	0	0	0	0	0	0	16

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	3	0	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

According to the school data, ELA proficiency achievement component performed the lowest on the Florida Standards Assessment (FSA). The data points for ELA resulted in 34% of the students scoring at proficiency. The data does yield a trend in performing below the district and state averages. In the previous year, the school was 12% below the district average and 39% below the state average. Performance data indicates that there is positive movement toward closing the gap.

Which data component showed the greatest decline from prior year?

The school showed no decline in any component from the 2016-17 to the 2017-18 school year.

Which data component had the biggest gap when compared to the state average?

The data component which had the biggest gap when compared to the state average is in ELA with data points -22% below the state average.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was the Math Learning Gains. The data points yield 19% above the district average at a perfect 100% of the students making

learning gains. There is a trend that indicates students performance to be greater in math than in ELA.

Describe the actions or changes that led to the improvement in this area

George W. Munroe's actions which led to the improvement in this area included but is not limited to the following: Data chats among teachers, grade levels, and students, goal setting, Frameworks, and progress monitoring. The school also embraced the district's initiative to implement small group instruction while focusing on student and teacher attendance, student behavior and course performance.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	34%	43%	56%	16%	28%	55%
ELA Learning Gains	93%	81%	55%	34%	39%	57%
ELA Lowest 25th Percentile	0%	66%	48%	47%	51%	52%
Math Achievement	47%	60%	62%	24%	49%	61%
Math Learning Gains	100%	81%	59%	25%	50%	61%
Math Lowest 25th Percentile	0%	53%	47%	17%	51%	51%
Science Achievement	0%	36%	55%	9%	20%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	K	1	2	3	
Attendance below 90 percent	22 (26)	19 (25)	23 (26)	20 (23)	84 (100)
One or more suspensions	3 (0)	3 (2)	18 (3)	22 (8)	46 (13)
Course failure in ELA or Math	6 (16)	13 (27)	21 (38)	27 (51)	67 (132)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	39 (16)	39 (16)
	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)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	31%	40%	-9%	57%	-26%
	2017	15%	34%	-19%	58%	-43%
Same Grade Comparison		16%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	56%	-10%	62%	-16%
	2017	22%	56%	-34%	62%	-40%
Same Grade Comparison		24%				
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	29			45							
HSP	44			56							
SWD	15			23							
FRL	34	93		47	100						
ELL	43			57							

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	13	31	39	20	24	15	4				
HSP	22	43	64	30	25		17				
SWD	4	33	33	4	20						
FRL	17	36	54	26	25	18	8				
ELL	16	40		29	32		8				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Increase ELA proficiency levels on the FSA
Rationale	To provide students with a foundation essential to understanding concepts in all core subject areas.
Intended Outcome	By the end of the 2018-2019 school year, there will be an increase in the number of students scoring at or above Level 3 on the ELA portion of the FSA.
Point Person	Ronald Peterson (petersonr@gcpsmail.com)

Action Step

Action Step One

- Differentiate lessons to address learning styles and student performance.
- Implement small group instruction across grade levels and subjects for reteaching and reinforcements of lessons

Action Step Two

- Use of ELA framework which outlines and provides a common learning experiences across grade levels
- Provide standards-based instruction in all core subjects

Description

Action Step Three

- Provide professional development to all instructional staff in the areas of: standards-based instruction, extending vocabulary, comprehension, - conducting computer lab assignments, and administering assessments in core areas.

Action Step Four

- Establish target assessment scores at 70% or above in all core subject areas implementing the FCIM process.
- Utilize technology advances in all core areas as well as data systems

Person

Responsible

Ronald Peterson (petersonr@gcpsmail.com)

Plan to Monitor Effectiveness

The plan to Monitor the Effectiveness of each action aforementioned will include the following:

Monitor Effectiveness 1

- Success will be monitored by utilizing focus calendars, pacing guides, regular assessments, classroom walk-throughs in all core areas with fidelity.

Description

Monitor Effectiveness 2

- Utilize pacing guides, focus calendars, lesson plans, assessments, observations, grade group meetings, and data chats across the grade levels and subjects

Monitor Effectiveness 3

- Monitor ePDC records, agendas, sign-in sheets to ensure attendance and participation in professional learning activities

Monitor Effectiveness 4

-Data will be collected by grade levels, teacher classes, and student scores from the following:
iReady Data, Star Data, Star Early Literacy, Accelerated Reading, Unify Data System, PreK Data

Person Responsible Ronald Peterson (petersonr@gcpsmail.com)

Activity #2

Title Reduction in the number of chronically absent staff and students

Rationale In order for students to increase data points on the ELA assessment, students and teachers must be present for teaching and learning. Parents/guardians are not understanding the importance of school attendance.

Intended Outcome By the end of the 2018-2019 school year, there will be a 10 percent reduction in the number of chronically absent staff and students. Chronically absent is defined as those individuals who are absent 10% or more of the school year.

Point Person Ronald Peterson (petersonr@gcpsmail.com)

Action Step

As families want to become apart of their child's schooling, a school calendar of activities and events will invite and engage parents and families to attend planned events.

Monthly parent meetings will be scheduled for third grade parents to keep them abreast of the learning and expectations for students throughout the school year.

A review of attendance data for staff and students will support quality learning while helping to create conditions for staff and students to work together effectively.

Description By using the school's attendance data system will allow staff to pinpoint students that fall below the 90% attendance target.
Increase the number of students eligible for perfect attendance by offering awards/incentives
Decrease the number of students with Early Warning indicators by coordinating student services

Title I Parent Meetings will show the importance of parental involvement and increase parent participation by increasing the number of parents responding positively to the school.

By implementing the School Advisory Council, the team is assembled to analyze performance data to identify strength and weaknesses based on the school goals for the 2018-19 school term.

Person Responsible Ronald Peterson (petersonr@gcpsmail.com)

Plan to Monitor Effectiveness

Description The plan to monitor the effectiveness of this focus include but is not limited to the following:
school calendar, meeting agendas, sign-in sheets, school climate surveys, teacher logs on parent contact, data collection from Skyward student information system.

Person Responsible Ronald Peterson (petersonr@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

In order to increase parental involvement for 2018-19 school year, our school is committed to fostering and sustaining healthy relationships between families 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 primary language is not English. A translator will be provided to parents who are non-English speaking.
- Involving parents in the decision making process by soliciting their involvement in the PTO and School Advisory Council.
- 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 help 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.
- Soliciting parents' input through a reflection of their experiences when working with the students to complete assignments.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

George W. Munroe provides a number of services that ensure the social-emotional needs of all students are met. The guidance counselor provides character education classes monthly for all students. Referrals are made to outside agencies that include; Capital City Youth Services (CCYS) and Florida Therapy. Students also participate in good citizenship assemblies monthly.

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, 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.

Our kindergarten students are adequately prepared through exposure to the fundamentals of reading through various routines inherent in a balanced curriculum.

To bridge the achievement gap that could deter students' preparation to transition, we employ intervention programs and strategies. They include:

- 1.) Star Early Literacy assessments that help the teachers build an academic profile for each student that will inform individualized instruction in Reading, Mathematics, Science and Social Studies which serve as baseline for instructional support that will help address gaps in the student's level of readiness.
- 2.) A balanced literacy program is ensured through the Florida state standards. Likewise a balanced mathematics curriculum helps prepare the Kindergarten - 5th grade students in acquiring the skills necessary for meeting the demands of the next grade level.
- 3.) Adequate instructional support from the i-Ready diagnostic assessments in Math and Reading help prepare our Kindergarten students academically for this great task of transitioning to grade school. the i-Ready Diagnostic. Teachers analyze the data to target areas of instruction.
- 4.) School-wide rallies planned at the end of the school year equally helps build the necessary excitement that motivates Kindergarten-4th grade students to long to return to our school in the the next grade level.
- 5.) Vertical planning among grade level teachers provide great opportunities for teachers to analyze data to determine "prior knowledge" and "readiness level" of the incoming students and plan instructional support accordingly.
- 6.) Students receive small group instruction.

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 district's prekindergarten program has an established partnership with area Early Head Start and area child care facilities that convenes to share student progress data and expectations for students transitioning to the public school setting.

The plan supports successful transitions for enrolled children and their families from Prekindergarten into elementary schools or other childcare settings.

The district's prekindergarten program has an established partnership with area Early Head Start and area child care facilities that convenes to share student progress data and expectations for students transitioning to the public school setting.

The plan ensures that individual prekindergarten children's relevant records are transferred to the elementary schools or next placement.

The school follows the district's policies and procedures for the transfer of student records. Presently, the prekindergarten program is located on the campus of the school. As a result, the records are stored in the school's guidance office and no transfer is required.

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 district's prekindergarten program has an established partnership with area Early Head Start and area child care facilities that convenes to share student progress data and expectations for students transitioning to the public school setting.

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 school shares kindergarten readiness data with prekindergarten teachers and parents so that they are aware of students' progress. The district hosts professional learning events for prekindergarten teachers based on student performance data.

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.

Prior to enrollment, home visits are conducted by the prekindergarten teacher in collaboration with the paraprofessional who will work with the child and families. The prekindergarten program provides trainings and workshops for parents monthly. Parent meetings are held by the prekindergarten teacher to share student progress and next steps for development. Parents are required to attend the meetings.

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 prekindergarten program provides trainings and workshops for parents monthly. Parent meetings are held by the prekindergarten teacher to share student progress and next steps for development. Parents are required to attend the meetings.

The plan provides training for prekindergarten staff on planning for successful transitions to and from the prekindergarten program, through trainings and workshops.

The school shares kindergarten readiness data with prekindergarten teachers and parents so that they are aware of students' progress. The district hosts professional learning events for prekindergarten teachers based on student performance data.

The plan assists 5th grade students acclimate to the middle school environment by allowing the students to participate in the middle school orientation day.

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

Leadership evaluates and assesses available resources to align with other resources to meet student and school needs. The principal and assistant principal are responsible for the bi-weekly meetings. The assistant principal maintains an electronic inventory of all instructional materials. Resources include:

- Multi-tiered Systems of Support which determines supports and resources necessary in order to meet the needs of individual students.
- Teachers receive guidance from professionals and related service providers who collaborate (along with the student's parents) to determine appropriate interventions, resources and services.
- Title I Part A ensures all children are offered instructional opportunities and support systems to close the achievement gap, including a full range of parent services. Parents receive information and Annual Title I meetings are held to provide information about how Title I can help the school and their child. Funds assist with the development of parent involvement plans and parent expos where parents come 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 for teachers and paraprofessionals based on students' needs and to help ensure that only highly qualified in-field teachers are placed in classes. Instructional coaches are provided for onsite modeling and progress monitoring.
- Title III ensures that ESOL student needs are met through language support, accommodations required under Federal Decree,
- The Title IX Homeless program serves students identified as homeless and their families. With Title I, 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.
- (SAI) is used to provide funding for an alternative school which serves students from all schools who are overage, have low GPAs, behavioral issues, and/or have had legal issues.
- 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.
- Institutes a safety program that includes Raptor identification 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; security cameras and fencing of grounds.
- Participates in the Community Eligibility Option offering free breakfast and lunch to all students. Afterschool programs provide nutritional snacks through the food service program at the district.
- The school participates in the early intervention programs through VPK 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.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

GWM sponsors an annual career day which exposes students to various careers and facilitates student interests.

Part V: Budget	
Total:	\$0.00

Gadsden County Schools

Greensboro Elementary School



2018-19 School Improvement Plan

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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)

Elementary School
 PK-3

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

100%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

89%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	C	C	D*

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement

Our vision at Greensboro Elementary, is to provide students with the skills in Reading , Writing, Math, and Science to make them lifelong learners and successful members of society.

School Leadership Team

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
Weeks, Dawn	Instructional Media
Joseph, Sandra	Teacher, K-12
Bates-Jackson, Erica	Teacher, K-12
Castenada, Gloria	Teacher, K-12
Murphy, Sallie	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Members of the School Leadership team meet and discuss issues that affect the school. They return and meet with their instructional groups and discuss the issues concerning the school. Each group comes up with ideas and suggestions that can be brought back to the School Leadership team for discussion. This approach gives all members a voice in the decision making.

Early Warning Systems

Year 2017-18

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	8	4	6	0	0	0	0	0	0	0	0	0	27
One or more suspensions	0	0	3	2	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	1	0	0	0	0	0	0	0	0	0	0	0	0	1
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	1	0	0	0	0	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	11	4	5	10	0	0	0	0	0	0	0	0	0	30
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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	15	18	6	6	0	0	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	4	0	0	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	0
Level 1 on statewide assessment	0	0	0	22	0	0	0	0	0	0	0	0	0	22

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	0	0	0	0	0	0	0	0	0	8

Year 2016-17 - Updated

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	15	18	6	6	0	0	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	4	0	0	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	22	0	0	0	0	0	0	0	0	0	22

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	0	0	0	0	0	0	0	0	8

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Reading was the lowest performing area for GES. This has been a pattern at GES for many years.

Which data component showed the greatest decline from prior year?

There were no declines this year.

Which data component had the biggest gap when compared to the state average?

The biggest gap between state average and school average was Reading

Which data component showed the most improvement? Is this a trend?

Math showed the greatest improvement last year. The school historically does better in math than reading.

Describe the actions or changes that led to the improvement in this area

The school was reconfigured from a Prekindergarten - 5 center to a Prekindergarten - 3 center. The reconfiguration has allowed the instructional focus to shift to early identification of deficiencies so that an immediate intervention can be instituted.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	44%	43%	56%	31%	28%	55%
ELA Learning Gains	95%	81%	55%	46%	39%	57%
ELA Lowest 25th Percentile	0%	66%	48%	63%	51%	52%
Math Achievement	75%	60%	62%	60%	49%	61%
Math Learning Gains	95%	81%	59%	58%	50%	61%
Math Lowest 25th Percentile	0%	53%	47%	61%	51%	51%
Science Achievement	0%	36%	55%	24%	20%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	K	1	2	3	
Attendance below 90 percent	9 (15)	8 (18)	4 (6)	6 (6)	27 (45)
One or more suspensions	0 (0)	0 (0)	3 (0)	2 (4)	5 (4)
Course failure in ELA or Math	1 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (22)	0 (22)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	40%	4%	57%	-13%
	2017	31%	34%	-3%	58%	-27%
Same Grade Comparison		13%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	72%	56%	16%	62%	10%
	2017	59%	56%	3%	62%	-3%
Same Grade Comparison		13%				
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	31	93		64	93						
HSP	52			81							

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	91		62	100						
FRL	42	94		74	94						
ELL	56			81							

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	38			76	58						
BLK	21	40	62	48	48	62	5				
HSP	39	52	70	67	62	50	21				
SWD	8	50		38	41						
FRL	30	43	60	60	59	62	19				
ELL	27	53		64	67		30				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Reading

Rationale Reading is the primary focus for Greensboro Elementary. Our students have historically scored below the state average on the FSA ELA. We have implemented Journeys Reading series as our core curriculum in Reading. Journeys is a researched based program that is aligned with the Florida Standards. We will use Florida Ready as our supplemental Reading program. It has a CAI that tracks progress monitoring and give individual data on student performance.

Intended Outcome By Spring 2019, the percent of students scoring at proficiency on the FSA ELA will increase by 6% from 44% to 50%.

Point Person Zola Akins (outleyz@gcpsmail.com)

Action Step

Teachers will utilize all components of Florida Ready to plan and implement small group and individualized interventions, ensuring differentiation.

Teachers will follow the District wide pacing guide for Journeys.

Description Students will take the Star Early Literacy, Star Reading and i-Ready diagnostic during the first month of school to guide forming instructional groups.

Teachers will meet with administration bi-weekly to discuss i-Ready data and student progress. Teacher will be required to indicate students in need of interventions in their lesson plans. Usage reports and instructional grouping reports will be reviewed bi-weekly to ensure that all students are on the computer the required amount of time each week.

Person Responsible Zola Akins (outleyz@gcpsmail.com)

Plan to Monitor Effectiveness

Description Biweekly data meetings, utilizing i-Ready data, will be used to monitor student progress and effectiveness on student performance. Adjustments in instruction will be made as necessary.

Person Responsible Zola Akins (outleyz@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The school will continue to utilize Parent Expo's, School Advisory Council and PTA meetings to communicate the expectations and engage parents in our efforts. Parent conference will also be a venue to share students' progress and inform parents on ways to improve student performance. Meetings will be held at times that are convenient for parents.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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 monitored by evaluating students during the early weeks of school. The school will offer a transition day for third grade students to visit West Gadsden Middle School as to familiarize them with the school and the expectations.

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

Star, i-Ready and weekly classroom assessment data are analyzed to assess effectiveness. Student data is entered into Skyward so that classroom performance can be easily analyzed. Retention information, FSA scores and district assessments are analyzed to determine which students need additional support. Student progress is monitored and trend lines indicate whether performance is improving, regressing or plateauing. The gap between the students' performance and that of their peers is also analyzed to determine the required level of support.

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 performed below the state average, 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, and science 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 Step Up For Students Reading Scholarships. 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- Ensures that the needs of migrant students are addressed as they transition across district and state lines at various times of the school year.

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

Professional learning opportunities are provided through these funds are are determined by the students' and teachers' needs.

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 IX- 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 students who have reading deficiencies (i.e. retained students.)

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school will host an annual career day to highlight various careers that may interest students.

Part V: Budget	
Total:	\$40,500.00

Gadsden County Schools

Stewart Street Elementary School



2018-19 School Improvement Plan

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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)

Elementary School
 PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

100%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

98%

School Grades History

Year Grade

2017-18

B

2016-17

C

2015-16

B

2014-15

C*

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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
Germany, Christopher	Assistant Principal
Toussaint, Karen	Teacher, K-12
Pruitt, Shonda	Teacher, K-12
Harris, Curlie	Assistant Principal
Dudley, Karema	Teacher, K-12
Anderson, Jennifer	Teacher, K-12
Gordon, Shakilla	Teacher, K-12
Sailor, Barbara	Teacher, K-12
Murray-McMillan, Shannon	Teacher, K-12
Dickeys, Shelia	Teacher, K-12
Daniels, Yakesia	Teacher, K-12

Duties

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.

Early Warning Systems

Year 2017-18

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	2	5	5	11	19	12	0	0	0	0	0	0	0	0	54
Course failure in ELA or Math	12	17	29	13	3	12	0	0	0	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	44	33	61	0	0	0	0	0	0	0	0	138

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															

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	7	10	16	10	3	0	0	0	0	0	0	0	0	0	46
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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	24	11	17	8	11	10	0	0	0	0	0	0	0	81
One or more suspensions	0	2	5	5	5	6	0	0	0	0	0	0	0	23
Course failure in ELA or Math	6	11	16	9	18	13	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	69	68	45	0	0	0	0	0	0	0	182

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	4	3	12	9	5	0	0	0	0	0	0	0	33

Year 2016-17 - Updated

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	24	11	17	8	11	10	0	0	0	0	0	0	0	81
One or more suspensions	0	2	5	5	5	6	0	0	0	0	0	0	0	23
Course failure in ELA or Math	6	11	16	9	18	13	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	0	0	0	69	68	45	0	0	0	0	0	0	0	182

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	4	3	12	9	5	0	0	0	0	0	0	0	33

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the fifth grade students scoring proficient on the FSA ELA. There is a trend with the 5th grade performance scoring lower than any other testing grades.

Which data component showed the greatest decline from prior year?

Data from the FSA Math showed that 3rd -5th grade students in the lowest 25th percentile showed the greatest decline from the prior year with a 16% decline in students making learning gains.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average was the proficiency percentage of fifth grade students on the FSA ELA. Compared to the state average, the fifth grade students scored thirty percent lower than the state.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was the 3rd-5th grades ELA learning gain; students increased learning percentage by thirty-two percent, (32%); improvement on FSA ELA learning gains is a trend.

Describe the actions or changes that led to the improvement in this area

Students ELA learning gains percentage increased as a result of early screening to identify students performing below grade levels, providing an additional hour of reading intervention for all grade levels, conducting bi-weekly data analysis meetings and ongoing professional development to classroom teachers. Also, additional resources such as the newly hired school reading teacher and extended school day provided opportunities for extra intervention for our targeted students performing below grade levels.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	43%	56%	25%	28%	55%
ELA Learning Gains	61%	81%	55%	29%	39%	57%
ELA Lowest 25th Percentile	66%	66%	48%	42%	51%	52%
Math Achievement	58%	60%	62%	64%	49%	61%
Math Learning Gains	60%	81%	59%	48%	50%	61%
Math Lowest 25th Percentile	53%	53%	47%	69%	51%	51%
Science Achievement	42%	36%	55%	36%	20%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (24)	0 (11)	0 (17)	0 (8)	0 (11)	0 (10)	0 (81)
One or more suspensions	2 (0)	5 (2)	5 (5)	11 (5)	19 (5)	12 (6)	54 (23)
Course failure in ELA or Math	12 (6)	17 (11)	29 (16)	13 (9)	3 (18)	12 (13)	86 (73)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	44 (69)	33 (68)	61 (45)	138 (182)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	38%	40%	-2%	57%	-19%
	2017	25%	34%	-9%	58%	-33%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	53%	38%	15%	56%	-3%
	2017	27%	34%	-7%	56%	-29%
Same Grade Comparison		26%				
Cohort Comparison		28%				
05	2018	28%	33%	-5%	55%	-27%
	2017	23%	30%	-7%	53%	-30%
Same Grade Comparison		5%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	51%	56%	-5%	62%	-11%
	2017	51%	56%	-5%	62%	-11%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	71%	49%	22%	62%	9%
	2017	67%	59%	8%	64%	3%
Same Grade Comparison		4%				
Cohort Comparison		20%				
05	2018	50%	48%	2%	61%	-11%
	2017	67%	54%	13%	57%	10%
Same Grade Comparison		-17%				
Cohort Comparison		-17%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	43	61	66	60	61	55	43				
HSP	35	50		57	57						
SWD	35	71	81	54	51	53	22				
FRL	42	60	63	58	59	51	41				
ELL	38	45		56	55						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	25	28	43	63	46	66	31				
HSP	28	54		82	83						
SWD	5	25	33	23	31	47	14				
FRL	24	26	39	65	48	73	35				
ELL	31			75							

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA

Rationale For the 2017-2018 school year, 42% of the students in grade 3rd -5th scored satisfactory on the FSA ELA, a 14% below the state average of 56%.

Intended Outcome For the 2018-2019 school year, 60% or more of the students in grades 3-5 will score a 3 or higher on the FSA ELA.

Point Person Ms. Lisa Robinson (robinsonl@gcpsmail.com)

Action Step

Description The following actions will be implemented to facilitate and increase the number of the students in grades 3-5 scoring a level 3 or higher on the FSA ELA.

1. Early screening to identify students performing below grade levels
2. Provide an additional hour of reading intervention for all grade levels, totaling 150 minutes daily.
3. Continue to provide online reading inventions and tutorial using the iReady software.
4. Conduct bi-weekly data analysis meetings
5. Provide ongoing professional development to all classroom teachers focused on addressing student deficiencies as identified by student performance data.

Person Responsible Curlie Harris (claryc@gcpsmail.com)

Plan to Monitor Effectiveness

Description Reports from iReady, Accelerated Reader, district assessments and core reading assessments will be collected and reviewed throughout the year to determine students progress.

Person Responsible Ms. Lisa Robinson (robinsonl@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Stewart street Elementary works to build positive relationships with parents, families and other community stakeholders by extending invitations to get involved in student academics, school activities and events. Stewart Street Elementary has long established partnerships with several faith-based partners, local businesses and organizations. The school will continue to host activities focused on academics, social and emotional health, that will engage families and the community.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 who are capable of providing one- on-one counseling if considered necessary. Teachers, staff, and volunteers serve as mentors on a daily basis.

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 was held 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.

Fifth grade students participate in an annual transition day where they visit the middle school to learn about the school and its expectations.

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

Title I Part A - ensures all children are offered instructional opportunities and support systems to close the achievement gap, including parent services. Annual Title I meetings are held to provide information about how Title I helps the school. Assists with the development of parent involvement plans and parent expos where parents come for teacher conferences related to student progress.

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 to different cities and states. Coordinated needs addressed include language, social services, medical, and instructional.

Title II, Part A - to optimize professional development opportunities for teachers and paraprofessionals based on individual needs and to ensure that highly qualified in-field teachers are placed in classes, focused on placing the best teachers with the lowest performing students. Offers PD at the district and school levels, based on school needs. Provides with growth plans and timelines to complete trainings, rewarded certification and/or CEUs. Provides instructional coaches for onsite modeling and progress monitoring is provided.

Title III - ensures the needs of ESOL students are met through language support, accommodations required under Federal Decree; working with Title II, Part A to provide ESOL endorsement training. Offers translations for parents and non-English speaking students.

Title IX Homeless program - serves all students identified as homeless and their families. Coordinating with Title I Part A, ensures that all instructional, social, emotional, transportation, school activities, and health needs are provided so the homeless student will not be discriminated against and will have equal opportunity to succeed in school.

Supplemental Academic Instruction provides funding for an alternative school which serves students from all schools who are overage, have low GPAs, behavioral issues, and/or have had legal issues removing them from the traditional school environment. Placement is based on recommendations. Students receive remediation, positive behavior support, 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. Students return to their home school once they have successfully completed their assignment. Adult education programs are part of the alternative program and are funded through state dollars at the technical center.

The district implements the Community Eligibility Option offering free meals to all students. Students in after school programs are provided nutritional snacks through the district's food service program. The district's Healthy Foods grant purchases fresh fruit and vegetables by

locally grown vendors.

SSES participates in the early intervention programs through VPK and HeadStart on full-day schedules working to improve basic skills so they are Kindergarten-ready. Some of our Title I money is used to offer blended preK programs providing a full day of PreK.

The AmeriCorps Vista volunteers, supervised by the Parent Resource Coordinator, assist with parent services.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school hosts an annual career day where various careers are sharing, giving students opportunities to learn more about various careers and explore interest.

Part V: Budget	
Total:	\$0.00

Gadsden County Schools

Havana Magnet School



2018-19 School Improvement Plan

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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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	C	D*

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Havana Magnet 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.

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.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Delshuana	Principal
Flood-Strouble, Quashier	Guidance Counselor
Hankerson, Latoyer	Assistant Principal
Peterson , Cheryl	Instructional Coach

Duties

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 provides intervention strategies when deemed necessary. The guidance counselor coordinates Student Study Team Meetings for students who 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 students' 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.

Early Warning Systems

Year 2017-18

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	15	10	15	18	13	0	5	0	1	0	0	0	0	77
One or more suspensions	1	10	8	25	28	26	25	32	41	0	0	0	0	196
Course failure in ELA or Math	12	21	19	29	41	15	24	4	1	0	0	0	0	166
Level 1 on statewide assessment	0	0	0	42	31	20	23	38	12	0	0	0	0	166

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	5	7	9	26	25	19	17	20	15	0	0	0	0	143

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	7	11	27	13	3	8	2	1	0	0	0	0	77
Retained Students: Previous Year(s)	7	7	8	11	10	7	9	6	0	0	0	0	0	65

Date this data was collected

Friday 8/24/2018

Year 2016-17 - As Reported

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	8	18	16	15	5	14	18	25	30	0	0	0	0	149
One or more suspensions	10	14	12	21	13	20	29	28	24	0	0	0	0	171
Course failure in ELA or Math	8	5	6	9	11	12	10	4	1	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	36	20	21	23	8	19	0	0	0	0	127

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	3	2	0	9	12	6	16	4	13	0	0	0	0	65

Year 2016-17 - Updated

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	8	18	16	15	5	14	18	25	30	0	0	0	0	149
One or more suspensions	10	14	12	21	13	20	29	28	24	0	0	0	0	171
Course failure in ELA or Math	8	5	6	9	11	12	10	4	1	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	36	20	21	23	8	19	0	0	0	0	127

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	3	2	0	9	12	6	16	4	13	0	0	0	0	65

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA data component performed the lowest. ELA has been the lowest data component for the last three (3) years.

Which data component showed the greatest decline from prior year?

Lowest 25 percentile in mathematics showed the great decline from the prior year.

Which data component had the biggest gap when compared to the state average?

ELA data component had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Science data component showed the most improvement. Science has not performed at this level in prior years.

Describe the actions or changes that led to the improvement in this area

Standards-based instruction utilizing the 5E model helped to improve the science data component.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	47%	60%	49%	50%	57%
ELA Learning Gains	57%	51%	57%	65%	54%	57%
ELA Lowest 25th Percentile	50%	51%	52%	63%	49%	51%
Math Achievement	69%	57%	61%	79%	59%	58%
Math Learning Gains	55%	50%	58%	82%	55%	56%
Math Lowest 25th Percentile	53%	47%	52%	83%	54%	50%
Science Achievement	65%	43%	57%	52%	51%	53%
Social Studies Achievement	69%	70%	77%	92%	60%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	15 (8)	10 (18)	15 (16)	18 (15)	13 (5)	0 (14)	5 (18)	0 (25)	1 (30)	77 (149)
One or more suspensions	1 (10)	10 (14)	8 (12)	25 (21)	28 (13)	26 (20)	25 (29)	32 (28)	41 (24)	196 (171)
Course failure in ELA or Math	12 (8)	21 (5)	19 (6)	29 (9)	41 (11)	15 (12)	24 (10)	4 (4)	1 (1)	166 (66)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	42 (36)	31 (20)	20 (21)	23 (23)	38 (8)	12 (19)	166 (127)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	40%	-5%	57%	-22%
	2017	49%	34%	15%	58%	-9%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	48%	38%	10%	56%	-8%
	2017	47%	34%	13%	56%	-9%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
05	2018	47%	33%	14%	55%	-8%
	2017	31%	30%	1%	53%	-22%
Same Grade Comparison		16%				
Cohort Comparison		0%				
06	2018	40%	31%	9%	52%	-12%
	2017	43%	28%	15%	52%	-9%
Same Grade Comparison		-3%				
Cohort Comparison		9%				
07	2018	45%	33%	12%	51%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	50%	30%	20%	52%	-2%
Same Grade Comparison		-5%				
Cohort Comparison		2%				
08	2018	49%	34%	15%	58%	-9%
	2017	56%	33%	23%	55%	1%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	56%	56%	0%	62%	-6%
	2017	77%	56%	21%	62%	15%
Same Grade Comparison		-21%				
Cohort Comparison						
04	2018	67%	49%	18%	62%	5%
	2017	78%	59%	19%	64%	14%
Same Grade Comparison		-11%				
Cohort Comparison		-10%				
05	2018	79%	48%	31%	61%	18%
	2017	61%	54%	7%	57%	4%
Same Grade Comparison		18%				
Cohort Comparison		1%				
06	2018	78%	49%	29%	52%	26%
	2017	75%	39%	36%	51%	24%
Same Grade Comparison		3%				
Cohort Comparison		17%				
07	2018	49%	40%	9%	54%	-5%
	2017	84%	36%	48%	53%	31%
Same Grade Comparison		-35%				
Cohort Comparison		-26%				
08	2018	80%	33%	47%	45%	35%
	2017	67%	29%	38%	46%	21%
Same Grade Comparison		13%				
Cohort Comparison		-4%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	73%	34%	39%	65%	8%
2017	66%	32%	34%	63%	3%
Compare		7%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	66%	55%	11%	71%	-5%
2017	86%	47%	39%	69%	17%
Compare		-20%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	88%	30%	58%	62%	26%
2017	89%	31%	58%	60%	29%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	53	57		73	77						
BLK	45	55	43	67	52	50	59	66	83		
HSP	38	70		70	61	60	75		90		
SWD	24	46	46	47	45	38	57	23			
FRL	44	56	52	67	53	49	63	66	75		
ELL	21	75		64	62						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	67			86							
BLK	46	63	64	77	81	84	49	93	73		
HSP	49	67	50	84	84		56		80		
SWD	19	54	54	46	74	69					
FRL	46	63	60	77	80	83	51	89	71		
ELL	36	62		79	77						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Improve students' performance on the Civics EOC assessment.

Rationale Civics achievement scores dropped drastically in the past year. Our school's Civics EOC scores have consistently been higher than the state and county.

Intended Outcome Increase Civics EOC assessment scores by 5%

Point Person Tracy Jefferson (jeffersont@gcpsmail.com)

Action Step

Description

1. Ensure students receive standards-based instruction in Civics.
2. Implement the Florida Joint Center for Citizenship curriculum with fidelity.
3. Analyze weekly data and progress monitor students daily.
4. Provide professional development opportunities for civics instructor.
5. Collaborate with Civics instructor both formally and informally.

Person Responsible Delshuana Jackson (jacksond@gcpsmail.com)

Plan to Monitor Effectiveness

Description Administration will review weekly assessments and interim assessments to ensure students are making adequate progress toward targeted standards.

Person Responsible Delshuana Jackson (jacksond@gcpsmail.com)

Activity #2

Title	Provide all teachers ongoing professional development opportunities on implementing standards-based instruction in all core subject areas.
Rationale	To ensure students receive clear and precise instruction in regards to the Florida Standards and Next Generation Sunshine State Standards.
Intended Outcome	To increase the percentage of students scoring at or above level 3 on the ELA, mathematics, science, and civics assessments.
Point Person	Delshuana Jackson (jacksond@gcpsmail.com)

Action Step

Description	<ol style="list-style-type: none">1. Provide school-level standards-based professional development opportunities throughout the school year.2. Allow teachers to attend off-site standards-based professional development inservices.3. Identify and develop master teachers who will assist and mentor novice teachers in the implementation of standards-based instruction.4. Provide opportunities for teachers to share effective strategies, methods, and/or techniques utilized in classrooms during grade/departmental meetings, inservices, and/or faculty meetings.
Person Responsible	Delshuana Jackson (jacksond@gcpsmail.com)

Plan to Monitor Effectiveness

Description	Administration will review weekly and interim assessments to ensure students are making adequate progress toward targeted standards.
Person Responsible	Delshuana Jackson (jacksond@gcpsmail.com)

Activity #3

Title	Provide ongoing professional development opportunities on implementing standards-based instruction for teachers in all core subject areas.
Rationale	Teaching low achieving students requires understanding and a specific set of skills to ensure all students' academic needs are met on all levels.
Intended Outcome	Increase the lowest quartile's ELA and mathematics learning gains
Point Person	Delshuana Jackson (jacksond@gcpsmail.com)

Action Step

Description	<ol style="list-style-type: none">1. Provide professional development opportunities on the Florida Continuous Improvement Model.2. Implement professional development opportunities for effective small group instruction and tactics.3. Hold consistent discussions during grade/departmental meetings in regards to evidenced-based practices and/or strategies.4. Utilize various forms of technology to increase student engagement.5. Analyze student data to identify strengths and weaknesses in ELA and mathematics.
Person Responsible	Delshuana Jackson (jacksond@gcpsmail.com)

Plan to Monitor Effectiveness

Description	Administration will conduct classroom walkthroughs, review lesson plans, analyze data on a weekly basis, and hold regular data chats with students.
Person Responsible	Delshuana Jackson (jacksond@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Teachers and administrators use multiple strategies to contact families, including but not limited to, contacting families prior to the start of school to welcome students to the new school year, inviting families to curriculum nights, Parent Expos, and Open House to meet teachers and school staff and to learn about the curriculum. Havana Magnet also provides access to students' grades and attendance via the Skyward Parent Portal. Parent conferences are scheduled as needed. Families are encouraged to participate in SAC and other school-related events,

using multiple genres of social networking, as well as sending electronic/paper-based letters to families on a regular basis.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 as well as social or emotional needs.

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-olds 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.

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, and are a very integral part of the Problem Solving Study Team meetings that are held to determine which interventions are necessary in order to meet the needs of individual students. 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 language, social services, medical, and instructional 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.

Havana Magnet School coordinates with Title II, Part A to optimize professional development opportunities for teachers and paraprofessionals based on individual needs and to ensure that only highly qualified in-field teachers are placed in classes.

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.

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.

The district-wide Title X Homeless program and Title I, Part A shares expenses and ensure that all instructional, social, emotional, transportation, school activities, and health needs are provided 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. 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; 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 and the Healthy Foods initiative- offering free breakfast, lunch, and healthy snacks to all students.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Part V: Budget	
Total:	\$0.00

Gadsden County Schools

James A. Shanks Middle School

A word cloud graphic centered on the page. The words are in various sizes, orientations, and colors (blue, orange, and black). The largest word is "students". Other prominent words include "school improvement", "learning", "success", "teaching", "relationships", "leadership", "mission", "vision", "growth", "instruction", "areas of focus", "achievement", "ambitious", "analysis", "collaboration", "supportive environment", "resources", "striving", "family and community involvement", "needs assessment", "strategic planning", "collaboration", "vision", "supportive environment", "resources", "striving", "achievement", "relationships", "areas of focus", "instruction", "growth".

family and community involvement
needs assessment
strategic planning
collaboration
vision
supportive environment
resources
striving
achievement
relationships
areas of focus
instruction
growth

mission
Florida
college and career
analysis
ambitious
teaching
relationships
areas of focus
instruction
growth

A circular logo featuring a graduation cap (mortarboard) on a path that leads towards a sunburst, symbolizing education and progress.

2018-19 School Improvement Plan

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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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School 4-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	D	I	C	D*

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

We will collaboratively 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.

Provide the school's vision statement

The mission of James A. Shanks Middle School is to empower students to become critical, creative thinkers who are destined for global success.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Stokes, Maurice	Principal
Samson, Marilyn	Teacher, K-12
Tindall, Melinda	Teacher, ESE
Simmons-Russ, Catina	Teacher, K-12
Kirkland, Germaine	Assistant Principal
Commodore, Shirley	Instructional Coach
Ali, Rosita	Guidance Counselor
Dixon, Abbye	Assistant Principal
Baker, Sharita	Teacher, K-12
Joseph, Milca	Teacher, K-12
Kirkland, Nakita	Instructional Coach
McNeal, Kimberly	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal:

The principal provides the leadership and direction for the school which is necessary in the development, implementation and evaluation of a comprehensive instructional program and support services. He 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. He 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/Guidance Counselor:

The assistant principal assist 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 intended to, assisting with the gathering, analyzing and interpreting data related to student performance, behavior and attendance. The assistant principal also assist with scheduling, student supervision, and discipline and confers with students, parents, and teachers to resolve problems and facilitate learning. In addition the AP's work with teachers in developing professional development plans and coordinate in-service programs.

Instructional Coaches/Lead Teachers:

Coaches develop, lead and evaluate school core content standards while modeling instructional practices for novice teachers. assist in developing effective interventions for students at all levels. Provide input regarding the curriculum, effectiveness of strategies, student incentives, etc.

Early Warning Systems

Year 2017-18

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	9	2	4	8	11	0	0	0	0	34
One or more suspensions	0	0	0	0	67	27	51	51	55	0	0	0	0	251
Course failure in ELA or Math	0	0	0	0	41	7	43	24	39	0	0	0	0	154
Level 1 on statewide assessment	0	0	0	0	127	91	138	120	96	0	0	0	0	572

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	47	32	42	28	57	0	0	0	0	206

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	15	5	30	6	2	0	0	0	0	58
Retained Students: Previous Year(s)	0	0	0	0	6	3	3	0	0	0	0	0	0	12

Date this data was collected

Friday 9/14/2018

Year 2016-17 - As Reported

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	23	17	35	19	14	0	0	0	0	108
One or more suspensions	0	0	0	0	31	20	42	19	37	0	0	0	0	149
Course failure in ELA or Math	0	0	0	0	27	16	7	3	15	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	0	86	74	97	63	71	0	0	0	0	391

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	17	10	46	18	39	0	0	0	0	130

Year 2016-17 - Updated

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	23	17	35	19	14	0	0	0	0	108
One or more suspensions	0	0	0	0	31	20	42	19	37	0	0	0	0	149
Course failure in ELA or Math	0	0	0	0	27	16	7	3	15	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	0	86	74	97	63	71	0	0	0	0	391

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	17	10	46	18	39	0	0	0	0	130

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The 2017-2018 data revealed that science was the the lowest component. It is typically the lowest category in the district.

Which data component showed the greatest decline from prior year?

James A Shanks Middle School was reconfigured to include grades 4 and 5 during the 2017-2018 school year. This change makes it difficult to determine the greatest decline. Nevertheless, it appears as if the math performance decreased by 8% for the lower quartile as well as the learning gain category.

Which data component had the biggest gap when compared to the state average?

The biggest gap was in English Language Arts with a 38% difference between the school and state average followed by 37% difference in science.

Which data component showed the most improvement? Is this a trend?

ames A Shanks Middle School was reconfigured to include grades 4 and 5 during the 2017-2018 school year. This change makes it difficult to determine the most improved component. Nevertheless, it appears as if the overall ELA score increased from 20% proficiency to 22% proficiency.

Describe the actions or changes that led to the improvement in this area

Although we are unsure, the school did utilize interventionist to support targeted students with reading/ELA deficits.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	22%	47%	60%	0%	50%	57%
ELA Learning Gains	41%	51%	57%	0%	54%	57%
ELA Lowest 25th Percentile	45%	51%	52%	0%	49%	51%
Math Achievement	28%	57%	61%	0%	59%	58%
Math Learning Gains	32%	50%	58%	0%	55%	56%
Math Lowest 25th Percentile	36%	47%	52%	0%	54%	50%
Science Achievement	20%	43%	57%	0%	51%	53%
Social Studies Achievement	44%	70%	77%	0%	60%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	4	5	6	7	8	
Attendance below 90 percent	9 (23)	2 (17)	4 (35)	8 (19)	11 (14)	34 (108)
One or more suspensions	67 (31)	27 (20)	51 (42)	51 (19)	55 (37)	251 (149)
Course failure in ELA or Math	41 (27)	7 (16)	43 (7)	24 (3)	39 (15)	154 (68)
Level 1 on statewide assessment	127 (86)	91 (74)	138 (97)	120 (63)	96 (71)	572 (391)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	16%	38%	-22%	56%	-40%
	2017					
Cohort Comparison						
05	2018	20%	33%	-13%	55%	-35%
	2017					
Cohort Comparison		20%				
06	2018	18%	31%	-13%	52%	-34%
	2017	16%	28%	-12%	52%	-36%
Same Grade Comparison		2%				
Cohort Comparison		18%				
07	2018	20%	33%	-13%	51%	-31%
	2017	20%	30%	-10%	52%	-32%
Same Grade Comparison		0%				
Cohort Comparison		4%				
08	2018	27%	34%	-7%	58%	-31%
	2017	24%	33%	-9%	55%	-31%
Same Grade Comparison		3%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	14%	49%	-35%	62%	-48%
	2017					
Cohort Comparison						
05	2018	19%	48%	-29%	61%	-42%
	2017					
Cohort Comparison		19%				
06	2018	32%	49%	-17%	52%	-20%
	2017	29%	39%	-10%	51%	-22%
Same Grade Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		32%				
07	2018	28%	40%	-12%	54%	-26%
	2017	19%	36%	-17%	53%	-34%
Same Grade Comparison		9%				
Cohort Comparison		-1%				
08	2018	31%	33%	-2%	45%	-14%
	2017	32%	29%	3%	46%	-14%
Same Grade Comparison		-1%				
Cohort Comparison		12%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	21%	34%	-13%	65%	-44%
2017	55%	32%	23%	63%	-8%
Compare		-34%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	42%	55%	-13%	71%	-29%
2017	41%	47%	-6%	69%	-28%
Compare		1%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	38%	30%	8%	62%	-24%
2017	59%	31%	28%	60%	-1%
Compare		-21%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	40%	13%	27%	53%	-13%

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	20	38	42	26	30	34	18	48	38		
HSP	29	49	51	34	38	39	26	31	53		
SWD	17	41	37	21	25	30	20	24			
FRL	22	40	43	29	32	37	19	49	24		
ELL	12	44	53	26	34	41	12	10	23		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	19	35	44	30	42	43	20	43	68		
HSP	27	41	21	35	58	67	33	50	59		
SWD	3	31	31	9	40	55		14			
FRL	22	37	41	33	46	43	26	44	64		
ELL		19	25	19	42	45					

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Facilitated learning
Rationale Engaged and interactive learning are key to student learning in a sustainable way that is retained and used as students move to college/career ready futures

Intended Outcome Improve academic achievement by at least 5%

Point Person Abbye Dixon (dixona@gcpsmail.com)

Action Step

Description provide interactive digital devices to students to further engage them in the instructional process

Person Responsible Maurice Stokes (stokesm@gcpsmail.com)

Plan to Monitor Effectiveness

Description monthly monitoring of progress by Area Directors and principal

Person Responsible Maurice Stokes (stokesm@gcpsmail.com)

Activity #2

Title	Attendance and Behavior
Rationale	Chronic absenteeism and disruptive behavior are crucial areas that need attention in order to ensure quality instruction is ongoing and students are receiving what they need to learn. If a child is not in school, they cannot learn; if a classroom is disruptive by bad behavior or other discipline issues, student learning is also disrupted.
Intended Outcome	Improve attendance by at least 2%; reduce behavior and discipline incidents by at least 5%
Point Person	Maurice Stokes (stokesm@gcpsmail.com)

Action Step

Description	Provide a teacher on special assignment to assist with discipline; provide other attendance and behavior interventionists to assist school leaders address these barriers to learning and to present a bigger adult presence on the campus to deter disruptive events.
Person Responsible	Maurice Stokes (stokesm@gcpsmail.com)

Plan to Monitor Effectiveness

Description	Monitoring monthly by Area Directors, monitoring weekly by principal and leadership team to evaluate effectiveness
Person Responsible	Maurice Stokes (stokesm@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Parent Involvement Goal #1: Our 2018-2019 goal is to increase parent involvement to 45%.

Anticipated Barrier(s): 1.1 Ability to keep parents involved due to outside scheduling and work issues.

Strategy: Connect with parents through phone calls, conferences, email, Skylert, local newspapers, backpack flyers and school website

Person or Position Responsible for Monitoring: Principal, Assistant Principals, guidance counselor, social worker, teachers, parent liaison and District Parent Services Coordinator

Process Used to Determine Effectiveness of Evaluation Tool: Parent Surveys and sign-in

sheets

Anticipated Barrier(s) 1.2. Appropriate timing of meeting and parent functions

Strategy: Hold meetings and trainings such as: PTO, SAC, and Parent Nights all at 6:00 p.m. to accommodate parents' work schedules. In addition, community meetings, multicultural events and parent fairs will be scheduled during school hours and weekends in order to allow parents and students to share the experiences together.

Person or Position Responsible for Monitoring: School Administrators, Parent Liaison and Parent Services Coordinator

Process Used to Determine Effectiveness of Evaluation Tool: Parent surveys and sign-in sheets

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 counseling 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 counseling 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.

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.

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.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students will be exposed to at least 1 college and career expo during the 2018-2019 academic year.

Part V: Budget	
Total:	\$298,070.50

Gadsden County Schools

West Gadsden Middle School



2018-19 School Improvement Plan

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West Gadsden Middle School

200 PROVIDENCE RD, Quincy, FL 32351

<http://www.wghs.gcps.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School 4-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year Grade	2017-18
	D

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

West Gadsden Middle 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.

Provide the school's vision statement

Nurtured and educated students who are career, college, and civic ready

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Sonya	Principal
Moody, Cheryl	Assistant Principal
Williams, Parish	Assistant Principal
Williams, Shannon	Instructional Coach
Taylor, Michelle	Instructional Media
Madry, Cecilia	Teacher, Adult

Duties

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 grade levels and 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. Additionally, the Leadership Team meets with the SAC 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.

Early Warning Systems

Year 2017-18

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	20	23	30	34	39	0	0	0	0	146
One or more suspensions	0	0	0	0	30	30	37	32	40	0	0	0	0	169
Course failure in ELA or Math	0	0	0	0	0	0	9	10	13	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	0	48	45	32	48	36	0	0	0	0	209

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	20	30	32	34	39	0	0	0	0	155

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	1	0	6	8	3	0	0	0	0	18
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 8/30/2018

Year 2016-17 - As Reported

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	3	9	10	4	5	3	2	36
One or more suspensions	0	0	0	0	0	0	1	92	122	118	78	50	27	488
Course failure in ELA or Math	0	0	0	0	0	0	1	4	5	13	12	11	0	46
Level 1 on statewide assessment	0	0	0	0	0	0	93	80	99	40	36	0	0	348

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	50	50	0	0	0	0	0	100

Year 2016-17 - Updated

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	3	9	10	4	5	3	2	36
One or more suspensions	0	0	0	0	0	0	1	92	122	118	78	50	27	488
Course failure in ELA or Math	0	0	0	0	0	0	1	4	5	13	12	11	0	46
Level 1 on statewide assessment	0	0	0	0	0	0	93	80	99	40	36	0	0	348

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	50	50	0	0	0	0	0	100

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest is Science. Student achievement is statistically weaker than any other data component.

Which data component showed the greatest decline from prior year?

The data component that performed the lowest is Science. Student achievement is statistically weaker than any other grade level.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap when compared to the state average is Science,

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement is Social Studies. The data does not indicate that Social Studies achievement is mostly improved each year.

Describe the actions or changes that led to the improvement in this area

There were several factors that led the improvement in Social Studies. The students selected to attend the course were level 3's, 4's, and 5's in reading, the teacher was previously a language arts teachers who was able to incorporate the reading skills, the teacher also ensured that the students were instructed at the level in which they were going to be tested.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	24%	47%	60%	0%	50%	57%
ELA Learning Gains	34%	51%	57%	0%	54%	57%
ELA Lowest 25th Percentile	31%	51%	52%	0%	49%	51%
Math Achievement	32%	57%	61%	0%	59%	58%
Math Learning Gains	32%	50%	58%	0%	55%	56%
Math Lowest 25th Percentile	30%	47%	52%	0%	54%	50%
Science Achievement	7%	43%	57%	0%	51%	53%
Social Studies Achievement	86%	70%	77%	0%	60%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	4	5	6	7	8	
Attendance below 90 percent	20 (0)	23 (0)	30 (3)	34 (9)	39 (10)	146 (22)
One or more suspensions	30 (0)	30 (0)	37 (1)	32 (92)	40 (122)	169 (215)
Course failure in ELA or Math	0 (0)	0 (0)	9 (1)	10 (4)	13 (5)	32 (10)
Level 1 on statewide assessment	48 (0)	45 (0)	32 (93)	48 (80)	36 (99)	209 (272)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	20%	38%	-18%	56%	-36%
	2017					
Cohort Comparison						
05	2018	21%	33%	-12%	55%	-34%
	2017					
Cohort Comparison		21%				
06	2018	18%	31%	-13%	52%	-34%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		18%				
07	2018	33%	33%	0%	51%	-18%
	2017					
Cohort Comparison		33%				
08	2018	19%	34%	-15%	58%	-39%
	2017					
Cohort Comparison		19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	31%	49%	-18%	62%	-31%
	2017					
Cohort Comparison						
05	2018	31%	48%	-17%	61%	-30%
	2017					
Cohort Comparison		31%				
06	2018	33%	49%	-16%	52%	-19%
	2017					
Cohort Comparison		33%				
07	2018	34%	40%	-6%	54%	-20%
	2017					
Cohort Comparison		34%				
08	2018	17%	33%	-16%	45%	-28%
	2017					
Cohort Comparison		17%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	13%	34%	-21%	65%	-52%
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	76%	55%	21%	71%	5%
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	26%	30%	-4%	62%	-36%
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	52	44		48	50		31				
BLK	15	31	29	25	26	27	3	73			
HSP	33	36	29	42	40	35	7				
SWD	2	18	19	5	23	26	5				
FRL	23	33	33	31	31	27	7	82	29		
ELL	20	29	24	27	23	27					

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Facilitated Learning
Rationale	To improve student engagement, additional digital devices will be necessary to provide 1:1 learning
Intended Outcome	Improve student academics by at least 2%
Point Person	Cheryl Moody (moodyc@gcpsmail.com)

Action Step

Description	Provide more access to digital learning for all students; develop more coursework and teacher assistance for online courses
Person Responsible	Cheryl Moody (moodyc@gcpsmail.com)

Plan to Monitor Effectiveness

Description	Monthly monitoring by Area Director and Principal
Person Responsible	Sonya Jackson (jacksonsonya@gcpsmail.com)

Activity #2

Title	attendance and behavior
Rationale	Chronic absenteeism and truancy interrupt the learning process. If a child is not at school or late for class then they cannot take full advantage of instruction. If a child is not behaving, it is disruptive to all learning. If a child has a discipline issue, it is disruptive to all learning.
Intended Outcome	Improved attendance; reduced discipline referrals and suspensions
Point Person	Sonya Jackson (jacksonsonya@gcpsmail.com)

Action Step

Description	Provide interventionists to assist school with monitoring attendance and behavior, in tandem with school leadership discipline/behavior personnel
Person Responsible	Sonya Jackson (jacksonsonya@gcpsmail.com)

Plan to Monitor Effectiveness

Description	Monthly monitoring by Area Directors and principal to ensure that student attendance is improving and behavior incidents are decreasing.
Person Responsible	Sonya Jackson (jacksonsonya@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

West Gadsden Middle School builds and sustains partnerships with the local community by hosting

Open House, Parent Expos (at least three times annually), School Advisory Council and School Improvement Meetings, Title I Parent Involvement Training and Meetings, Florida Standards Awareness Training, and Family Literacy Night. Volunteers and business partners are invited to attend all events. Occasionally, selected community business persons are requested to come and discuss ways they can support the school in its initiatives.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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

West Gadsden Middle has one school counselors who share the responsibility of working with students in grades 4th-8th and works closely with the administration to keep them abreast of various issues that arise with students. When needed, the school's social worker and psychologist are consulted. Periodically, outside service agencies, which include 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 that prevent academic and social success.

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 extracurricular 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 4th through 8th graders, a registration drive is held to prepare for the upcoming year. Student transcripts are reviewed to ensure that they remain ontrack

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 counselor and administrators 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.

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 West Gadsden Middle 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 stay on target for graduation. Training has been provided to teachers on the IReady Reading, IReady Math, and Acaletics. These programs target reading and math 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. The school is also being monitored by the Turnaround Team that supports academics and student performance at West Gadsden Middle School.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Part V: Budget

Total:	\$166,331.00
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Gadsden County Schools

Gadsden County High School



2018-19 School Improvement Plan

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Gadsden County 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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	C	D	D	D*

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

Gadsden County High School, in partnership with parents and community members, will provide all students with a safe and nurturing environment. The core curriculum will be rich and rigorous and respects diversity in students' learning styles. We will have one guiding principle: Restoring Academic Excellence and Pride. We strive for our students to be proficient in all curricular areas.

Provide the school's vision statement

We want all learners to believe in their power to embrace learning, to excel, and to own their future.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jones, Pamela	Principal
Dowdell, Keith	Assistant Principal
Lightfoot, Tomeka	Teacher, K-12
Johnson, Gregory	Teacher, K-12
Black, O'Hara	Teacher, K-12
Thomas, Linda	Teacher, ESE
Scott, Tawanda	Assistant Principal
Stallworth, Shakera	Teacher, K-12
D'Oleo, Maria	Teacher, K-12
Toussaint, Eric	Teacher, ESE
Smith, Edrick	Other
Shaffer, Deborah	Assistant Principal

Duties

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. The team also helps to set clear expectations for instruction and facilitate the

development of a systematic approach to teaching and to align processes and procedures.

Early Warning Systems

Year 2017-18

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	6	9	11	2	28
One or more suspensions	0	0	0	0	0	0	0	0	0	365	221	116	96	798
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	161	111	71	31	374
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	172	12	0	319

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	667	573	210	129	1579

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	22	20	17	21	80
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 8/27/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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	34	52	24	16	126
One or more suspensions	0	0	0	0	0	0	0	0	0	139	249	126	100	614
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	189	183	52	10	434
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	95	83	10	0	188

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	449	567	212	126	1354

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Our math (Algebra 1 and Geometry) performed the lowest. Yes, this is a trend.

Which data component showed the greatest decline from prior year?

The graduation rate showed the greatest decline from the prior year. Due to the elimination of the Grad Track Program under Edgenuity.

Which data component had the biggest gap when compared to the state average?

Our math (Algebra 1 and Geometry) had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

The Biology EOC showed the most improvement. No, this has not been the trend.

Describe the actions or changes that led to the improvement in this area

The hiring of highly qualified teachers and the constant classroom monitoring by administration led to the improvement in Biology, along with the use of supplemental teaching resources. These resources include, but are not limited to: common planning, mini assessments, baseline, mid-year, and end-of-year assessments. Teachers made adjustments to their daily instruction based on the results from these assessments. The use of a college professor with expertise in the field of Science also led to the improvement in this area.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	29%	56%	19%	21%	53%
ELA Learning Gains	43%	43%	53%	29%	26%	49%
ELA Lowest 25th Percentile	50%	50%	44%	33%	15%	41%
Math Achievement	25%	25%	51%	15%	12%	49%
Math Learning Gains	31%	31%	48%	23%	17%	44%
Math Lowest 25th Percentile	49%	49%	45%	36%	31%	39%
Science Achievement	40%	40%	67%	18%	17%	65%
Social Studies Achievement	47%	47%	71%	20%	60%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	6 (0)	9 (0)	11 (0)	2 (0)	28 (0)
One or more suspensions	365 (0)	221 (0)	116 (0)	96 (0)	798 (0)
Course failure in ELA or Math	161 (0)	111 (0)	71 (0)	31 (0)	374 (0)
Level 1 on statewide assessment	135 (0)	172 (0)	12 (0)	0 (0)	319 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	26%	27%	-1%	53%	-27%
	2017	28%	29%	-1%	52%	-24%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2018	29%	30%	-1%	53%	-24%
	2017	17%	17%	0%	50%	-33%
Same Grade Comparison		12%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	35%	34%	1%	65%	-30%
2017	18%	32%	-14%	63%	-45%
Compare		17%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	18%	47%	-29%	69%	-51%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	43%	38%	5%	68%	-25%
2017	29%	21%	8%	67%	-38%
Compare		14%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	12%	30%	-18%	62%	-50%
2017	14%	31%	-17%	60%	-46%
Compare		-2%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	22%	20%	2%	56%	-34%
2017	9%	13%	-4%	53%	-44%
Compare		13%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	42	50									
BLK	27	41	47	23	28	46	34	45		64	38
HSP	31	49	56	29	33	45	58	42		56	50
SWD	14	33	41	36	36	29	36	43		78	6

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	27	42	49	21	29	49	34	43		59	40
ELL	9	43	45							40	

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	29	32		15	17						
BLK	14	27	40	12	21	34	9	9	23	84	38
HSP	24	30	31	19	28	44	31	24	23	73	81
SWD	4	25	26	4	19	31		13			
FRL	16	27	36	14	22	34	16	17	18	75	63
ELL	4	12	10	9	21	27					

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Attendance and Behavior

Rationale Chronic Absenteeism and Truancy are problems at the high school that need to be addressed. If students are not in class, they cannot learn. Behavior and discipline are essential characteristics of a classroom in order for all students to be engaged and learn.

Intended Outcome Behavior referrals will be reduced by 5%; Attendance will be increased by 2%

Point Person Keith Dowdell (dowdellk@gcpsmail.com)

Action Step

Description Provide an administrator on special assignment to be part of the leadership team, assigned with the Dean of Discipline/Behavior to provide another set of eyes and ears on the campus to watch for potential discipline and behavior problems and address them up front before they escalate into an incident that could involve suspension and/or arrest.

Person Responsible Keith Dowdell (dowdellk@gcpsmail.com)

Plan to Monitor Effectiveness

Description Monthly review by the principal; quarterly review by principal during evaluation process

Person Responsible Pamela Jones (jonesp@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

GCHS will hosts several Parent Expos throughout the school year to showcase student work, to distribute report cards, and to give parents tips on assisting their child with academics. Students who achieve at high levels will be acknowledged in the newspaper. In addition, we will hosts Title I Meetings to inform parents of the status of our school. We will also communicate with the parents of failing students to invite them to participate in the 21st Century.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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. 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.

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, our school counselors along with a team goes to the incoming feeder schools and discusses being prepared for the high school experience. Core academic and elective courses including meeting the requirements for the student progression plan are explained. Information for participation in extra-curricular activities, especially sports sanctioned by the FHSAA is covered. Fieldtrips are later coordinated with feeder schools for tours of the school campus so the students can become familiar with their new surroundings.

For returning students---rising 10th 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.

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, GCHS 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/RtI 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.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

School counselors meet occasionally with students to monitor individual 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 pursue 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.

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.

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 will have a mentor teacher to assist with tutoring, their assignments and projects.

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.

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.

Part V: Budget	
Total:	\$47,500.00

Gadsden County Schools

Carter Parramore Academy



2018-19 School Improvement Plan

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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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School 4-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	99%

School Grades History

Year	2017-18	2016-17	2015-16
Grade	F	I	I

School Board Approval

This plan is pending approval by the Gadsden County School Board.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement

Carter-Parramore will provide a learning environment that is safe and conducive for learning to prepare students for college and/or careers.

Provide the school's vision statement

Carter-Parramore Academy will provide a safe and conducive educational environment by: Combining students potentials with academic by customizing processes for advancement.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Willie	Principal
Henderson, Stacy	Teacher, K-12
Grant, Myra	Assistant Principal
Harrell, Frances	Administrative Support
Gunn, Jeanne	Guidance Counselor
Simpkins, Alzonetta	Teacher, ESE
Combs, Eugenia	Instructional Coach
Chandler, Tamaria	Teacher, K-12
Riggins, Vann	Teacher, K-12

Duties

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's role and responsibility in the district/school.

Administrative Team includes Willie A. Jackson and Myra Grant-Whaley-Facilitates and schedules meetings and guides the team through the problem-solving process (of developing and implementing SIP).

Administrative Support and Office Manager, Frances Harrell - Recorder and record-keeper (all plans, rosters, minutes, and participants)

Certified School Counselor, Jeanne, Gunn - Meets with the referring teacher(s) prior to the initial RTI Team meeting to review the teacher referral form(s), clarify teacher(s) concerns; decide what additional data should be collected on the students; handles follow-up with the referring teacher(s) after meeting to check that the intervention plan is running smoothly.

Behavior Specialists, Shereka Hutley-Williams and Donny Yound - Interventionists and liaison for students and supportive student services; charts early warning data.

General Education Teachers, Stacy Henderson, Tamaria Chandler and Patricia Robinson - 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, Alonzetta Simpkins - 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.

ESE Program Specialist, Millie Anderson - Serves as a resource person for interventions and evidenced-based strategies in working with all students, teacher, and parents; 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.

Lead Teacher and Instructional Coach, Eugenia Combs - 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.

Early Warning Systems

Year 2017-18

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	2	2	1	4	7	11	8	9	44
One or more suspensions	0	0	0	0	0	3	4	7	4	11	15	6	3	53
Course failure in ELA or Math	0	0	0	0	0	7	9	9	7	10	8	9	5	64
Level 1 on statewide assessment	0	0	0	0	0	9	8	16	12	21	25	30	9	130

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	5	7	11	10	15	20	22	7	97

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	9	7	8	7	10	15	26	8	90
Retained Students: Previous Year(s)	0	0	0	0	0	7	2	3	3	6	7	12	2	42

Date this data was collected

Tuesday 9/25/2018

Year 2016-17 - As Reported

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	1	5	7	13	11	14	51
One or more suspensions	0	0	0	0	0	2	15	15	29	29	57	49	37	233
Course failure in ELA or Math	0	0	0	0	0	0	0	1	5	13	17	21	9	66
Level 1 on statewide assessment	0	0	0	1	1	11	12	13	19	29	31	31	17	165

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	2	12	13	19	13	31	21	17	128

Year 2016-17 - Updated

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	1	5	7	13	11	14	51
One or more suspensions	0	0	0	0	0	2	15	15	29	29	57	49	37	233
Course failure in ELA or Math	0	0	0	0	0	0	0	1	5	13	17	21	9	66
Level 1 on statewide assessment	0	0	0	1	1	11	12	13	19	29	31	31	17	165

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	2	12	13	19	13	31	21	17	128

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The proficiency component for all areas (ELA, Math, History and Science) received 0 points, which is a trend.

Which data component showed the greatest decline from prior year?

ELA learning gains showed the greatest decline.

Which data component had the biggest gap when compared to the state average?

The proficiency component.

Which data component showed the most improvement? Is this a trend?

Math lowest 25% learning gains

Describe the actions or changes that led to the improvement in this area

Effective use of interventions (i-Ready) to target students weaknesses.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	47%	60%	0%	50%	57%
ELA Learning Gains	19%	51%	57%	0%	54%	57%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	36%	51%	52%	0%	49%	51%
Math Achievement	0%	57%	61%	0%	59%	58%
Math Learning Gains	21%	50%	58%	0%	55%	56%
Math Lowest 25th Percentile	50%	47%	52%	0%	54%	50%
Science Achievement	0%	43%	57%	0%	51%	53%
Social Studies Achievement	0%	70%	77%	0%	60%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	2 (0)	2 (0)	1 (1)	4 (5)	7 (7)	11 (13)	8 (11)	9 (14)	44 (51)
One or more suspensions	0 (0)	3 (2)	4 (15)	7 (15)	4 (29)	11 (29)	15 (57)	6 (49)	3 (37)	53 (233)
Course failure in ELA or Math	0 (0)	7 (0)	9 (0)	9 (1)	7 (5)	10 (13)	8 (17)	9 (21)	5 (9)	64 (66)
Level 1 on statewide assessment	0 (1)	9 (11)	8 (12)	16 (13)	12 (19)	21 (29)	25 (31)	30 (31)	9 (17)	130 (164)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018					
	2017	0%	34%	-34%	56%	-56%
Cohort Comparison						
05	2018					
	2017	0%	30%	-30%	53%	-53%
Cohort Comparison		0%				
06	2018	0%	31%	-31%	52%	-52%
	2017	0%	28%	-28%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	33%	-33%	51%	-51%
	2017	0%	30%	-30%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	34%	-34%	58%	-58%
	2017	0%	33%	-33%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2018	0%	27%	-27%	53%	-53%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	0%	29%	-29%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2018	0%	30%	-30%	53%	-53%
	2017	0%	17%	-17%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018					
	2017					
Cohort Comparison						
05	2018					
	2017	0%	54%	-54%	57%	-57%
Cohort Comparison		0%				
06	2018	0%	49%	-49%	52%	-52%
	2017	0%	39%	-39%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2018	0%	40%	-40%	54%	-54%
	2017	0%	36%	-36%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	0%	33%	-33%	45%	-45%
	2017	0%	29%	-29%	46%	-46%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	34%	-34%	65%	-65%
2017	3%	32%	-29%	63%	-60%
Compare		-3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	55%	-55%	71%	-71%
2017	0%	47%	-47%	69%	-69%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	11%	38%	-27%	68%	-57%
2017	5%	21%	-16%	67%	-62%
Compare		6%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	3%	30%	-27%	62%	-59%
2017	6%	31%	-25%	60%	-54%
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	20%	-20%	56%	-56%
2017	7%	13%	-6%	53%	-46%
Compare		-7%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK		20	36		21	50				12	
SWD		27			25						
FRL		18			21					9	

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA, Math, History and Science Proficiency

Rationale

Intended Outcome

By the end of the 2018-2019 school year, the number of students at Carter-Parramore Academy exhibiting early warning indicators in each of the four (5) identified areas will reflect a 25% improvement (reduction).

Point Person

Myra Grant (grantm@gcpsmail.com)

Action Step

Description

Use interventionists and Visiting Teacher to help monitor and follow up on student attendance. Use contracted behavior/social worker interventionist to assist with suspensions and behavior control.

Person Responsible

Willie Jackson (jacksonwi@gcpsmail.com)

Plan to Monitor Effectiveness

Description

Effectiveness of the interventionists will be done monthly by principal review of work completed and students assisted.

Person Responsible

Willie Jackson (jacksonwi@gcpsmail.com)

Activity #2

Title ELA and Math Learning Gains

Rationale

Intended Outcome

By the end of the 2018-2019 school year, learning gains will increase by 10% from the 2017-2018 school year in ELA and Math.

Point Person

Eugenia Combs (combse@gcpsmail.com)

Action Step

Description

Add resources and academic interventionists to assist with research-based strategies to improve learning gains through small group pull-out.

Person Responsible

Willie Jackson (jacksonwi@gcpsmail.com)

Plan to Monitor Effectiveness

Description

Monitoring for effectiveness of assignments completed, student progress, and academic achievement gaps done by principal monthly.

Person Responsible

Willie Jackson (jacksonwi@gcpsmail.com)

Activity #3

Title Graduation Rate

Rationale

Intended Outcome 50% graduation rate

Point Person Jeanne Gunn (gunnj@gcpsmail.com)

Action Step

Description Add resources/materials (ACT/SAT Prep) and graduation interventionist to assist students in identifying gaps in meeting graduation requirements and implementing strategies to meet requirements.

Person Responsible Willie Jackson (jacksonwi@gcpsmail.com)

Plan to Monitor Effectiveness

Description Principal will review students' progress and mastery of requirements for graduation monthly.

Person Responsible Willie Jackson (jacksonwi@gcpsmail.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Parental involvement targets include: flexible parent meetings and trainings held at opportune times of the day to engage more parents; building capacity to ensure effective involvement of parents, and to support a partnership among the school, parents, and the community to improve student academic achievement.

Note from Technical Assistance guide:

Please note that our school's Title I Parental Involvement Plan for 2018-19 will satisfy the parent involvement section of this SIP. The department has not yet posted these plans online but once they are made available they will be linked directly from this SIP.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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 services. For instance, the District's ESE department provides the school with personnel such as a speech and language pathologists, behavior specialists, counselors, school psychologists and program specialists. CPA has two campus based mentoring programs--- the "Brotherhood of Respect" (males) and the "Royal Leaders of Tomorrow" (females). Additional and external supports include the following organizations:

Capital City Youth Services – Counseling for a variety of issues

Disc Village – Counseling for substance and anger management

Apalachee Mental Health Center – counseling services

Florida Youth Challenge Program - Credit Recovery, Graduation in 5.5 months, mentoring, counseling, and discipline

Woman to Woman- Center for Health Equity - serving teen parents before, during and after pregnancy

Parent Expo(s) – 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.

In-School Suspension Program - Behavior Management

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 who missed Open Enrollment and the Open House-Back to School events, will be briefed on Failure is Not an Option. This process involves teachers 1) notifying students and their parents (guardians) of the danger of failing especially when the grade point average is less than a 2.0 on a 4-point scale; 2) allowing students opportunities to recover failing grades and completing missing assignments in advance of receiving the midterm progress report and the nine-week report card. Additional strategies include:tutoring and mentoring opportunities through resource teachers, online credit recovery using Edgenuity and Khan Academy, and after school academy enrichment with the 21st CCLC program enrichment specialists, tutors and mentors. Each grading period will focus on conferences among parents/students/teachers. Counselor and members of the administrative team will be available as needed. Students reaching their goals (promotion to correct grade and a grade point average of 2.5 or higher) will be encouraged to transition back to the district's only regular program, Gadsden County High School.

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 RtI Leadership Team includes the Principal, Assistant Principal, Behavior Specialist, Guidance Counselor, Teachers, ESE Teacher, Program Specialist, Reading and Instructional Coaches. As needed, Speech Language Pathologist, School Psychologist, and Parents are included.

Based on school-wide data as well as that of individual students, the team utilizes a tiered approach to interventions. The RtI/MTSS process is implemented school-wide with referrals for students who might be in need of more individualized interventions. Instructional

coaches and teachers use academic and early warning system data to identify those who are in need of and Math, disciplinary and truancy interventions. The Rtl/MTSS team recommends a series of interventions that may include counseling, mentoring, truancy meetings, and academic enrichment activities.

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, ELL and Reading Competencies, will be provided for the faculty members who are currently teaching in core academic areas other..

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 IX funds are used to help eliminate barriers for education the District Homeless Education Liaison works with the school to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, funding provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals. 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 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 regardless of economic status. All students are encouraged to participate to minimize the stress and anxiety often associated with hunger during the school day.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All students beginning with tenth graders are given two waivers annually to register and take the ACT/SAT especially if they did not pass the ELA and Algebra I EOC upon administration during their freshman or sophomore year. Eleventh and twelfth graders are required to continuing taking the PERT and national assessments until they are passed. Students planning to enter college are encouraged to continue take college-entrance exams until they meet the requirements.

Below are the hard-copy and online programs provided and sponsored by Florida Department of Education for free to advance college and career awareness. Students will receive both independent and guided instruction. Teachers will utilize the 15-minute

homeroom period to manage instruction. These tools are also accessible to parents who want to assist their students with planning for their futures.

Career Cruiser

Carter-Parramore Academy will use Career Cruiser, which is a career exploration resource used to promote career development for students. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. This publication is available online through the Florida Department of Education. Another resource that teachers will use is MyCareerShines, which is a free online comprehensive education and career planning system that help students succeed in the increasingly competitive global economy. MyCareerShines provides four portals: one for middle and high school students; college and adult students; parents; and job seekers. Through the system, students

- Plan your future
- Learn about Florida's top jobs
- Earn an industry certification
- Pursue a profession in healthcare
- Enter the field of education
- Build a career in construction
- Get into information technology
- Begin a career in business
- Check out careers in STEM
- Make a career in manufacturing
- Access the site through <http://www.floridashines.org>

Part V: Budget

Total:

\$120,025.00

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11b

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEM: Approval of SAC Rosters

DIVISION: Parent Services

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

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

Parent Services is seeking approval for the 2018 – 19 SAC Rosters.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Vicki Muse Johnson *V.M.J.*
POSITION: Parent Services Coordinator

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

School Advisory Council Membership Roster

School Year 2018-2019 School Chattahoochee Elementary

Telephone # 850-662-2080

Principal's Signature Valencia Denson

Date 10/8/18

SAC Chairperson's Signature Jamie Jones

Date 10/8/18

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Valencia Denson	335 Maple St. Chattahoochee, FL 32354	(850) 662-2080	F	B	Principal	Appointed
Cheryl Carter-Jackson	414 West St. Chattahoochee, FL 32324	(850) 296-4146	F	B	Parent	Vote
Jamie Jones	630 Gregory Street Chattahoochee, FL 32324	916-410-6446	F	B	Community Member	Vote
Yolanda Brown	600 Satsuma Road Chattahoochee, FL 32324	850-254-5962	F	B	Parent	Vote
Shonedra Edwards	7278 Bonnie Hill Road Chattahoochee, FL 32324	850-879-1820	F	B	Parent	Vote
Felicia Smith	414 Dell Road Bainbridge, GA	850-408-5165	F	B	Parent	Vote
Daneik Belford	1127 Sherwood Lane Chattahoochee, FL 32324	850-661-2185	F	B	Parent	Vote
Daphney Johnson	424 Line Street H-1 Chattahoochee, FL 32324	850-879-2065	F	B	Parent	Vote
Torina Johnson	424 Line Street J-2 Chattahoochee, FL 32324	850-743-8689	F	B	Grandparent	Vote
Marsha Bryant	444 Lincoln Drive Chattahoochee, FL 32324	850-320-3163	F	B	Parent	Vote
TreMaya McClorin	424 Line Street F-5 Chattahoochee, FL 32324	850-666-9239	F	B	Parent	Vote
Jera Francis	725 MLK Blvd. Gretna, FL 32332	850-661-1911	F	B	Parent	Vote
Raycene Patterson	107 Smithtown Road Chattahoochee, FL 32324	850-856-5878	F	B	Grandparent	Vote
Natarisha Smith	68 Decatur Street Chattahoochee, FL 32324	850-3638838	F	B	Parent	Vote
Franchetta March	725 MLK Blvd. Gretna, FL 32332	850-631-9630	F	B	Parent	Vote
Margan Curry	10 East Marion Street Chattahoochee, FL 32324	850-524-2193	F	B	Parent	Vote
Christopher Brown	600 Satsuma Road Chattahoochee, FL 32324	850-566-2730	M	B	Parent	Vote

Portia LaCount	335 Maple St. Chattahoochee, Fl. 32354	(850) 662-2080	F	B	Staff	Vote
Mellany Wiggins	335 Maple St. Chattahoochee, Fl. 32354	(850) 662-2080	F	B	Staff	Vote
Ruth Hinson	335 Maple St. Chattahoochee, Fl. 32354	(850) 662-2080	F	B	Staff	Vote
Marilyne McClendon	335 Maple St. Chattahoochee, Fl. 32354	(850) 662-2080	F	B	Staff	Vote
Rena Nelson	335 Maple St. Chattahoochee, Fl. 32354	(850) 662-2080	F	B	Staff	Vote
Prudence Dortch	335 Maple St. Chattahoochee, Fl. 32354	(850) 662-2080	F	B	Staff	Vote

School Advisory Council Membership Roster

School Year: 2018-2019

School: George W. Munroe Elementary

Telephone: (850) 875-8800

Principal Signature: Dr. Ronald Peterson

Date 10/24/18

SAC Chairperson's Signature: Keyonna McMillian

Date 10/24/18

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Dr. Ronald Peterson	1830 W. King Street Quincy, FL 32351	875-8800	M	B	Principal	Elected
Josey Cavazos	33 Sircy CT Quincy, FL 32351	354-1700	F	H	Parent	Elected
Eva Yzaguirre	97 Bethlehem MB Church Rd Quincy, FL 32351	597-6198	F	H	ESOL Support	Elected
Shannon Byrd	100 W. King Street Quincy, FL 32351	590-8946/ 627-2233	F	B	Parent	Elected
Ashley Russ	213 BW Roberts St Quincy, FL 32351	354-2909	F	B	Parent	Elected
Adrienne Russ	11 Milliken Dr. Apt 47 Quincy, FL 32351	354-2909	F	B	Parent	Elected
Keyonna McMillian	38 Pine Tree Lane Quincy, FL 32351	210-3920	F	B	President	Elected
Gwedolyn Forehand	318 Dusty House Road Quincy, FL 32351	567-1519	F	B	Support Staff	Elected
Roderick Sailor	1228 Berry Street Quincy, FL 32351	566-9858	M	B	Parent	Elected
LaTorria Riggins	620 S Atlanta Street Apt 0-23 Quincy, FL	4052458	M	B	Parent V-Pres.	Elected
Wendy Gee	360 Dusty House Road Quincy, FL 32351	567-1519	F	B	Parent	Elected
Chief Glenn Sapp	339 East Jefferson St. Quincy, FL 32351	875-7340	M	B	Business	Elected
Mayor Angela Sapp	404 W. Jefferson St. Quincy, FL 32351	618-0020	F	B	Business	Elected
Lessie Travis	3901 Shade Farm Rd Quincy, FL 32351	274-1027	F	B	Parent	Elected
Cierra Green	816 E. Magnolia Dr. Quincy, FL 32351	850-692-4810	F	B	Parent	Elected
Shantay Richardson	1107 MLK Blv. Quincy, FL 32351	661-5720	F	B	Parent	Elected
Nickeya Toombs	410 MLK Blv. Quincy, FL 32351	850-339-8666	F	B	Parent	Elected

School Advisory Council Membership Roster

School Year: 2018-2019

School: George W. Munroe Elementary

Telephone: (850) 875-8800

Principal Signature: Dr. Ronald O'Brien

Date 10/24/18

SAC Chairperson's Signature: Kyanna McMillan

Date 10/24/18

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Marcia Arzate	417 Rosewood St. Quincy, FL 32351	743-9122	F	H	Parent	Elected
Yadira Arzate	55 Dukes Road Quincy, FL	491-2249	F	H	Parent	Elected
Pamela Thomas	410 MLK Blv. Quincy, FL 32351	201-207-6482	F	B	Parent	Elected
Miranda Jordan	620 S. Atlanta St. M225 Quincy, FL 32351	850-566-9674	F	B	Parent	Elected
Brenda Rittman	618 MLK Jr. Blvd. Quincy, FL 32351	850-875-8800	F	B	Teacher	Elected
Natasha Hendley	2219 Hamilton St. Quincy, FL 32351	850-510-2875	F	B	Teacher	Elected
Sarah Graham	Quincy, FL 32351	875-875-8800	F	B	Teacher	Elected
Danielle Moore	405 Strong Rd 10d-136 Quincy, Florida 32351	743-8020	F	B	Parent Treasurer	Elected
Markesha Roberts	290 Luther Rd Quincy, Florida 32351	661-5536	F	B	Parent	Elected
Dorothy Thomas	586 Shiloh Rd Quincy, Florida 32351	510-8693	F	B	Business	Elected
Deborah Bailey	P.O. Box 356 Havana, Florida 32333	786-489-9357	F	B	Staff Support	Elected
Latonya Rollinson	31 Robinson Dr. Havana, Florida 32352	510-9106	F	B	Staff Support	Elected
Roslyn Copeland	405 Strong Rd Quincy, FL 32351	879-5287	F	B	Secretary Parent Liaison District	Elected

SCHOOL ADVISORY COUNCIL MEMBERSHIP ROSTER

SCHOOL YEAR: 2018-2019 SCHOOL: Greensboro Elementary School

PHONE NUMBER: 850-442-6327

PRINCIPAL'S SIGNATURE ST Rtt

DATE: 11/15/18

SAC CHAIRPERSON'S SIGNATURE B. Burns

DATE: 11-15-18

NAME	ADDRESS	PHONE #	SEX	RACE	POSTION	METHOD OF SELECTION
Paden, Peggy	700 Earline Hobbs Rd Quincy 32351	850-661-6259	F	B	Parent	Peer Selection
Cloud, Rita	PO Box 763 Gretna 32332	850-443-2793	F	B	Parent	Peer Selection
Burns, Brittney	212 Audie Clark Rd Quincy 32351	850-363-5508	F	W	Parent, Chair	Peer Selection
Aguilar, Beatriz	3390 Pine Grove Church Rd Quincy 32351	850-597-2918	F	H	Parent	Peer Selection
Souto, Jodi	1327 Shade Farm Rd Quincy 32351	407-883-2829	F	W	Parent, Vice Chair	Peer Selection
Joseph, Sandra	559 Greensboro Hwy Quincy 32351	850-442-6327	F	B	Teacher	Peer Selection
Pitts, Stephen	559 Greensboro Hwy Quincy 32351	850-442-6327	M	W	Principal	Appointed
Weeks, Dawn	559 Greensboro Hwy Quincy 32351	850-442-6327	F	W	Teacher	Peer Selection
Matos, Gloria	559 Greensboro Hwy Quincy 32351	850-442-6327	F	H	Teacher	Peer Selection
Sycamore Methodist Church (Bently, Sharon)	3246 Sycamore Rd Quincy 32351	850-442-4543	M	W	Community	Appointed
Greensboro United Methodist Church (Patsy Pitts)	PO Box 226 Greensboro 32330	850-442-4491	F	W	Community	Appointed
Pine Bloom Primitive Baptist Church (Barry Young)	PO Box 556 Greensboro 32330	850-408-4821	M	B	Community	Appointed

School Advisory Council Membership Roster

School Year: 2018-2019

School: School Stewart Street Elementary

Telephone #: (850) 627-3145

Date: Thursday, September 13, 2018

SAC Chairperson's Signature: _____

Date 9/13/18


Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Lisa Robinson	749 South Stewart St.	(850) 627-3145	F	B	Principal	Appointed
Shonda Pruitt	749 South Stewart St.	(850) 627-3145	F	B	Teacher	Voted
Guadalupe Flores	1408 Sadberry Rd.	(850) 773-3946	M	H	Parent	Voted
Jennifer Anderson	1918 Doomar Drive	(850) 363-2795	F	B	Reading Resource	Voted
Mr. Justin Safford	153 Chadd Lane	(850) 274-3001	M	B	Chairperson Parent	Voted
Giselda Pringley	64 N. Cleveland St. Apartment 1104	(850) 212-1733	F	B	Vice Chairperson Parent	Voted
Katrina Anderson	404 MLK Boulevard	(850) 570-2087	F	B	Secretary Parent	Voted
Michelle Hogue	20 Hogue Landing Lane	(850) 570-2363	F	B	Parliamentarian Parent	Voted
Keyanna McMillan	38 Pine Tree Lane	(850) 210-3920	F	B	Treasurer Parent	Voted
Veronica Bouie	1219 Live Oak St.	(850) 591-5558	F	B	Parent	Voted
Jose A Lopez	252 Hines Road	(850) 544-6648	M	H	Parent	Voted
Whitney Branch	635 Strong Road Apartment (6)	(850) 264-2672	F	B	Teacher	Voted
Shendora Murphy	749 Stewart Street	(850) 567-5166	F	B	Parent	Voted
Eva Davis-Sweet	44 Shiloh Road	(850) 408-7293	F	B	Teacher	Voted
Polly Love	703 Hardin Street	(850) 294-9186	F	B	Parent	Voted
Cathy Robinson	411 MLK Blvd.	(850) 274-7741	F	B	Parent	Voted
Petra Lopez Diaz	219 N. Betlinet St.	(229)-289-6323	F	H	Parent	Voted

Gadsden County
School Advisory Council Membership Roster

School Year 2018-2019

School: Havana Magnet School

Telephone #: 850.662.2750

Principal's Signature: 

Date: 11/15/18

SAC Chairperson's Signature: 

Date: 11/15/18

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Delshuana Jackson	3056 Bidhurst Court Tallahassee, FL 32317	850-510-7547	F	B	Principal	Appointed
Melissa McGriff	5042 Pryor Court Tallahassee, FL 32303	850-519-4743	F	B	Parent	Elected
Gwendolyn Rittman	P.O. Box 853 Quincy, FL 32353	850-524-2411	F	B	Parent	Elected
Barbara Evans	71 China Hill Church Road Havana, FL 32333	850-354-9884	F	B	Parent	Elected
Kimberly Sailor	166 Tobacco Road Havana, FL 32333	850-210-2358	F	B	Parent	Elected
Victoria Morrison	550 China Berry Lane Havana, FL 32333	850-294-4216	F	B	Parent	Elected
Cedrick Akins	101 Stevens Drive Midway, FL 32351	850-212-4607	M	B	Parent	Elected
Christopher Daniels	1210 Kemp Road Havana, FL 32333	850-212-9545	M	B	School Resource Officer	Elected
Quashier Flood-Strouble	1935 Sabra Drive Tallahassee, FL 32303	631-949-6886	F	B	Guidance Counselor	Elected
Crystal Robinson	888 Arlington Circle Quincy, FL 32351	850-241-2869	F	B	Parent	Elected
Byron Thomas	901 Hardin Street Quincy, FL 32351	850-559-8866	M	B	Teacher	Elected
Robert Wofford	166 Engwall Drive Havana, FL 32333	850-980-1407	M	W	Parent	Elected
Domonique Daniels	7001 Salem Road Quincy, FL 32352	850-627-7407	F	B	Parent	Elected
LaTasha Maxwell	1388 Jamieson Road Havana, FL 32333	850-363-1794	F	B	Parent	Elected
Daphne Rouse	141 Roosevelt Drive Midway, FL 32343	850-284-9999	F	B	Teacher	Elected
Mary McSwain	111 W. 16 th Ave., Apt. C4 Havana, FL 32333	850-228-2323	F	B	Parent	Elected
Martez Butler	228 Mitchell Street Havana, FL 32333	850-692-1738	F	B	Parent	Elected
Delores Shuler-Rowls	679 Tall Pine Havana, FL 32333	850-510-8893	F	B	Parent	Elected
Chandra Ruiz-Martinez	45 Arrow Trace Road Havana, FL 32333	320.6320.6383	F	H	Parent	Elected

School Advisory Council Membership Roster

School Year 2018-2019

School James A. Shanks Middle School

Telephone # (850) 875-8737

Principal Signature *Maurice Stokes*

Date 9/13/18

SAC Chairperson's Signature *Ron Green*

Date 9-13-18

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Gwendolyn Forhand	318 Dusty House Rd. Quincy, Florida	850-567-1519	F	B	Parent	Peer
Keith Goldwire	204 Goldwire Rd. Quincy, Florida	850-544-0854	M	B	Parent	Peer
Martha Gunn- Beavers	1801 West Live Rd. Quincy, Florida	850-544-0030	F	B	Staff	Peer
Ron Green	100 N Adam St Quincy, Florida	850-322-2349	M	B	Community	Peer
Flore Martinez	1061 Spring Meadow Rd Quincy, Florida	617-955-5644	F	H	Parent	Peer
Michelle Harmon	109 High Street Quincy, Florida	850-556-9592	F	B	Parent	Peer
Shaia Simmons	155 Hayward Dupont Rd Quincy, Florida	850-508-5688	F	B	Community	Peer
Anthony Luckey	1400 West King St Quincy, Florida	850-875-8737	M	B	Teacher	Peer
Cleanita Wiggins	617 South Caldwell S Quincy, Florida	850-321-6779	F	B	Parent	Peer
Audrey Wynn	430 Frank Jackson Rd Quincy, Florida 32351	850-631-1394	F	B	Parent	Peer
Maurice Stokes	1400 West King St Quincy, Florida	850-875-8737	M	M	Principal	Appointed

School Advisory Council Membership Roster

School Year 2018-2019 **School** West Gadsden Middle School
Telephone # (850) 442-9500
Principal's Signature Sonya Jackson **Date** October 30, 2018
SAC Chair Signature Shelandra Shaw **Date** October 30, 2018

Name	Address	Phone #	Gender	Race	Position	Method of Selection
Shelandra Shaw	1356 St. Hebron Rd. Quincy, FL.32351	(850) 875-2832	FM	B	Chairperson/ Parent	Elected
Uriel Carrillo	1570 MT Pleasant Rd. Quincy FL. 32352	(850) 408-9619	M	H	Parent	Elected
Michael Isaac	49 Pride Lane Gretna, FL. 32332	(850) 363-1829	M	B	parent	Elected
Ofelia Ortiz	621 Coleman Ave. Quincy, FL. 32351	(850) 491-7779	FM	H	Parent	Elected
Laura Cayetano	6446 Greensboro Hwy. Quincy, FL. 32351	(850) 274-2037 (850) 661-2514	FM	H	Parent	Elected
Howard Matthews II	216 Atlanta St. Quincy FL. 32351	(850) 321-5603	M	B	Parent	Elected
Lawanda Matthews	216 Atlanta St. Quincy FL. 32351	(850) 321-5603	FM	B	Vice- Chair/Parent	Elected
Annette Vickers	1008 W Clark Street Quincy, FL.32351	(850) 510-6458	FM	B	Teacher	Elected
Daniel Macedo	6446 Greensboro Hwy. Quincy, FL. 32351	(850) 274-2037	M	H	Student	Elected
Alex Aguin Ortiz	621 Coleman Ave.	(850) 491-7779	FM	H	Student	Elected
Jaylin Isaac	49 Pride Lane Gretna, FL.32332	(850) 363-1829	M	B	Student	Elected
Sonya Jackson	200 Providence Rd. Quincy, FL 32351	(850)442-9500	FM	B	Principal	Appointed

School Advisory Council Membership Roster

School Year	<u>2018-19</u>	School	<u>Gadsden County High</u>
Telephone #	<u>850-662-2300</u>	Date	<u>October 5, 2018</u>
Director's Signature	_____	Date	_____
IAC Chair Signature	_____	Date	_____

Name	Address	Phone #	Gender	Race	Position	Method of Selection
Samantha Keys	158 BEECH AVE GRETNA FL 32332	(850)8568125	female	B	Business	Elected
Pamela Jones	27001 Blue Star Highway Havana, FL 32333	850-662-2300	female	B	Principal/Staff	Selected
Sonja Wilson-Lewis	27001 Blue Star Highway Havana, FL 32333	850-662-2300	female	B	Teacher	Elected
Aayana Kenon	270001 Blue Star Highway Havana, FL 32333	850-662-2300	female	B	Teacher	Elected
Charles Flowers	168 SMTIH CIR GRETNA FL 32332	850-321-6185	male	B	Community	Elected
Terry Stark	236 UPTAIN RD QUINCY FL 32352	850-442-0071	male	B	Parent	Elected
Emmanuel Sapp	PO BOX 1581 QUINCY FL 32353	850-508-8447	male	B	Community/Business	Elected
Mimi Robinson	19 RUMLIN LN GRETNA FL 32322	850-856-5570	female	B	Parent	Elected
Tyliah Robinson	19 RUMLIN LN GRETNA FL 32322	850-856-5570	female	B	Student	Elected
Amalia Martinez	108 W 11TH ST GREENSBORO FL 32330	850-748-9687	female	H	Parent	Elected

MEETING MINUTES

Gadsden County School

School Name

October 5, 2018

Date

8:00 am

Time

Agenda

- A. School Improvement Plan
- B. School Improvement Funds
- C. SAC Members

Minutes

- The meeting was called to order. SACs Members signed in and introduced themselves. Elections were held. Officers were nominated and voted on.
- The group talked about the School Improvement Plan. We elaborated on our message and goal for the year of Everyone Excelling Everydáy (E³). We also talked about the plan being a modified version. There were some things that were new in the plan like the data being pre-populated. I also gave updates on the academic, attendance and behavioral status of our students. The plan was approved.
- School Improvement Funds were discussed, but nothing was voted on because the teachers had not voted on their proposals. I informed Mr. Sapp that I will contact him after teachers vote so that we can have another meeting to vote on the distribution of the funds.
- The meeting was adjourned.



Vicki Johnson <johnsonv@gcpsmail.com>

REMINDER: 2018-2019 School Advisory Council Roster

Pamela Jones <jonesp@gcpsmail.com>
To: Vicki Johnson <johnsonv@gcpsmail.com>

Mon, Oct 1, 2018 at 7:04 PM

Mrs. Johnson,

Below are the SACs members for Gadsden County High School:

1. Samantha Keys- Business
2. Pamela Jones- Staff
3. Tawanda Scott- Staff
4. Charles Flowers- Community
5. Terry Starks- Community
6. Emanuel Sapp- Community/Business

There were about three members missing. I will get the names from Mr. Sapp.

On Fri, Sep 28, 2018 at 4:53 PM Vicki Johnson <johnsonv@gcpsmail.com> wrote:
[Quoted text hidden]

--
Pamela Jones, M.Ed.
Principal
Gadsden County High School

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.

Malcolm X

School Advisory Council Membership Roster


School Year 2018-2019

Telephone #: 627-6030

School: Carter-Parramore Academy

Principal Signature: 

Date: 10-1-18

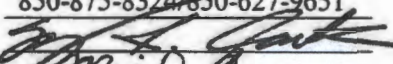

SAC Chairperson's Signature: 

Date: 10-4-18

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Willie A. Jackson	902 Solomon Dairy Rd. Quincy, FL 32352	850-508-9985	M	B	Principal	Principal
Rev. Tony Hannah	P.O. Box 481 Quincy, FL 32353	850-556-3055	M	B	Chair	Peer Elect
Rev. Charles Flowers	799 Friday Road Quincy, FL 32353	850-766-2883	M	B	Vice Chair	Peer Elect
Frances Harrell	P.O. Box 123 Quincy, FL 32353	850-445-5260	F	B	Secretary	Peer Elect
Arrie Battles	919 Hardin Street Quincy, FL 32351	850-570-1296	F	B	Community Member	Peer Elect
Anthony Thomas	159 Strong Road Quincy, FL 32351	850-570-5759	M	B	Community Member	Peer Elect
Mary Brock	28 Quail Court Havana, FL 32333	850-556-4848	F	W	Community Member	Peer Elect
JoLynda Wright	631 Stewart St. Quincy, FL 32351	850-627-6030	F	B	Instruct. Education	Peer Elect
Kesha Williams	P.O. Box 67 Quincy, FL 32353	850-491-6913	F	B	Non-Inst. Education	Peer Elect
Reggie Wilson	5438 Old Federal Road Quincy, FL 32351	850-875-3040	M	B	Non-Inst. Education	Peer Elect
Clarissa Bostick	740 Quail Roast Drive Quincy, FL 32351	850-661-7309	F	B	Parent	Peer Elect
Samantha Keys	529 Pat Thomas Parkway Quincy, FL 32351	850-901-1871	F	B	Parent	Peer Elect
Alma Venisee	P.O. Box 105 Quincy, FL 32353	850-570-2003	F	B	Parent	Peer Elect
Ron Green	818 South Lincoln Street Quincy, FL 32351	850-322-2349	M	B	Business Partner	Peer Elect
Kimberly Milton	59 Sanders Lane Quincy, FL 32351	850-510-8036	F	B	Parent	Peer Elect
Felicia Albert	3455 Attapulugus Hwy. Quincy, FL 32352	850-363-5244	F	B	Parent	Peer Elect
Sandy Deans	133 Walker Road Quincy, FL 32352	850-627-1603	F	B	Parent	Peer Elect
Jacqueline Gibson	55 Enoch Anthony Quincy, FL 32352	850-875-3768	F	B	Parent	Peer Elect
Eva Yzaquiree	97 Bethlehem MB Church Rd. Quincy, FL 32351	850-597-6148	F	H	Parent	Peer Elect
Willie Neal	236 Kelly Street Quincy, FL 32351	850-508-9585	M	B	Parent	Peer Elect
Phyllis Lane	49 Staghorne Trail Havana, FL 32333	850-661-1724	F	B	Business Partner	Peer Elect

Jeffery Knight, Sr.	55 Enoch Anthony Drive Quincy, FL 32352	850-743-7428	M	B	Parent	Peer Elect
Graige Ivey	750 Havana Highway Havana, FL 32333	850-879-9504	M	B	Business Partner	Peer Elect
Pricilla Rodriquez	155 Frank Jackson Road Quincy, FL 32352		F	H	Student	Peer Elect
Veronica Ortega	611 E. Berlinet Drive Quincy, FL 32351		F	H	Student	Peer Elect
Kahimara Williams	25 Laurel Lane Quincy, FL 32352		F	B	Student	Peer Elect
Skylar Keys	529 Pat Thomas Parkway Quincy, FL 32351		M	B	Student	Peer Elect
Shereka Hutley- Williams	6030 S. Stewart St. Quincy, FL	850-627-6030	F	B	Education Support	Peer Elect

**Gadsden Technical Institute
Institutional Advisory Council Membership Roster**

School Year	<u>2018/2019</u>	School	<u>Gadsden Technical Institute</u>
Telephone #	<u>850-875-8324/850-627-9651</u>	Date	<u>August 28, 2018</u>
Director's Signature		Date	<u>August 28, 2018</u>
IAC Chair Signature		Date	<u>August 28, 2018</u>

Name	Address	Phone #	Gender	Race	Position	Method of Selection
Dr. Joy Anderson	Gadsden County Healthy Start Coalition, Inc. P.O. Box 1323 Quincy, FL 32351	850-662-1061	F	AA	Executive Director	Elected
Kourtney Lewis	Tallahassee Community College	850-558-3624	F	AA	Director	Elected
Harold Fields	Gadsden Technical Institute 201 MLK, Jr. Blvd. Quincy, FL 32351	850-875-8324	M	AA	Student	Elected
Tatia Thomas	Gadsden Technical Institute 201 MLK, Jr. Blvd. Quincy, FL 32351	850-875-8324	F	AA	Career Counselor	Elected
Maciel Green	Talquin Electric, Coop. Inc. P.O. Box 1679 Quincy, FL 32351	850-627-7651	F	AA	Communications & Outreach Manager	Elected
Dr. Sylvia R. Jackson	Gadsden Technical Institute 201 MLK, Jr. Blvd. Quincy, FL 32351	850-875-8324	F	AA	Director	Appointed
Bill McMillan	Concrete Services, Inc. 113 Dade Street Quincy, FL 32351	850-875-1471	M	W	Owner	Elected
Angela G. Sapp	Gadsden Technical Institute 201 MLK, Jr. Blvd. Quincy, FL 32351	850-875-8324	F	AA	CTE Coordinator	Appointed
Roy Sheffer	Quincy Auto Parts 1141 W. Washington St. Quincy, FL 32351	850-201-8760	M	W	Territorial Sales Manager	Elected
Lisa D. Williams	Florida Dept. of Education 325 West Gaines Street Tallahassee, FL 32399	850-245-7884	F	AA	Program Specialist	Elected



CROSSROAD ACADEMY

CHARTER SCHOOL OF BUSINESS

470 Strong Road | Quincy, FL 32351 | Ph (850) 875-9626 | Fax (850) 875-1403

@iamcacs | www.mycacs.com | www.facebook.com/iamcacs

Kevin E. Forehand, Principal

CACS SAC School Improvement Planning Meeting

November 5, 2018

6:00 pm

Name	Title	Signature
Geraldine Harrison-Smith	Community member	<i>Geraldine Harrison-Smith</i>
Carl Daniels	Community member	<i>Carl Daniels</i>
Sherri Kavuma	Parent	
Alicia Jackson	Community member	
Ida Thompson	Grand Parent	<i>Ida Thompson</i>
Daniel Wells	Community Member	
Monica Proctor	Community Member	<i>Monica Proctor</i>
Kerwyn Wilson	Parent	<i>Kerwyn Wilson</i>
Kevin E. Forehand	Principal	<i>Kevin E. Forehand</i>
Erinn Daniels	Director of Operations	<i>Erinn Daniels</i>
Thelma Hickman	Assistant Principal	<i>Thelma Hickman</i>
Camry S. Floyd	Assistant Principal	<i>Camry S. Floyd</i>
Tamara Preston	Pre-K Director	<i>Tamara Preston</i>
Phealandrea Gunn	Parent	<i>Phealandrea Gunn</i>
Natalie Bradwell	Parent	<i>Natalie Bradwell</i>
Marixza Garcia	Parent	<i>Marixza Garcia</i>
Patricia Vickers	Teacher	<i>Patricia Vickers</i>
Sherron Gaines	Teacher	<i>Sherron Gaines</i>
Franklin Scott	Support staff	<i>Franklin Scott</i>

"At Crossroad Academy, We take the Business of Education, Seriously!"

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11c

DATE OF SCHOOL BOARD MEETING: November 20, 2018

TITLE OF AGENDA ITEM: 2018-2019 Parent and Family Engagement Plan (PFEP)

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Title I Parent Involvement Plans (PIPs) for each Title I school and the district are required to be submitted annually by Florida Department of Education (FDOE). In 2018-2019, FDOE is no longer requiring districts and schools to use a state-developed template and submit plans online to a state database. Attached to this summary are the 2018-2019 PFEPs for the district and Title I schools. Every Student Succeeds Act (ESSA) requires a district to maintain a written PFEP. Districts are obligated to provide outreach to all parents and family members and implement programs, activities and procedures for the involvement of parents and family members. Plans and implementation of programs, activities, and procedures in the plans must involve meaningful consultation with parents of participating children. These plans should be developed jointly and should be aligned with the Title I annual application, the School Improvement Plan (SIP), district strategic plan, and other required plans for federal and state educational programs. The District PFEP should provide direction, coordination, technical assistance, and other supports to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Individual PFEPs should do this on a smaller scale but would be more specific to the needs of their student and community populations. These plans should be evaluated annually by parent groups such as the School Advisory Council (SAC) and updated in response to changing parent needs identified in parent meetings.

FUND SOURCE: N/A
AMOUNT: \$0.00
PREPARED BY: Rose Raynak



POSITION: Director of Federal Programs

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

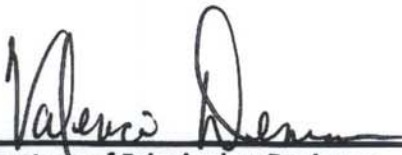
REVIEWED BY:

Chattahoochee Elementary School

I, Valencia Denson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.


Signature of Principal or Designee

10/31/18
Date Signed

2018-2019 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT

CES strives to empower student(s) to discover their interests and develop the talents necessary to pursue their goals and dreams.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Chattahoochee Elementary believes that parents should be involved and help make decisions concerning Title I. The School Advisory Council is responsible for developing, implementing, and evaluating the School Improvement Plan and Parental Involvement Plan. School Advisory Council is composed of 51% parents and 49% school and community members. All parents are given the opportunity to review the plan and offer their input prior to approval. During the SACS meeting, the council will decide how the funds will be used., Chattahoochee Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement Plan (PFEP). The SAC is composed of 51% parents and 49% school and community members. During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves all parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the first meeting of SAC. Funds are allotted according to the different goals and trainings during the first semester of school. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos are held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Chattahoochee Elementary will continually hold meetings where information will be presented about the Title I programs, curriculum, and academic assessment during the month of September. Parents will obtain information about the schoolwide programs, how to set up conferences with teachers, and will have opportunities to participate in decisions on these topics, they will receive a copy of the PFEP. Parents will obtain the parent handbook, which includes more detailed information.

2018-2019 Title I, Part A Parent and Family Engagement Plan

Parents will be able to visit the classrooms during these meetings. Teachers will provide additional information on the subjects they teach, home-school folders and how parents can help at home. Teachers will maintain sign-in sheets. Teachers will also prepare an information packet for all the parents that was not able to attend. Chattahoochee Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Chattahoochee Elementary will create a family friendly school and work to expand and enhance the school parent resource center to better accommodate parents and their needs. In addition, the school will work with the district parent resource center to help our parents with more resources and materials.

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity	Impact of Activity	
Improve Student Behavior*, Understanding the Florida Standards Assessment Student Report	Improve Student Attendance	Improve attendance by 1%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Resource Teacher	All Parents, Teachers	

Timeline of Activity

Calendar Timeframe	Time of Day
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Morning (7:00am-10:30am)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Title I Annual Meeting, Professional Learning Community, School Advisory Council Meeting, Parent Training

Communication Tools	Coordination with:
Flyer or Invitation, Campus Display on Marquee, Skylert	Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE
Evidence of Activity	Reason for Activity
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes	To make parent aware of state assessments.

2018-2019 Title I, Part A Parent and Family Engagement Plan

Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report	Improve English Language Arts Achievement	Improve by 5% in grades 3-5
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Resource Teacher	All Stakeholders, Parents of At-Risk Students	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
School Advisory Council Meeting, Title I Annual Meeting		
Communication Tools	Coordination with:	
Backpack, Campus Display on Marquee, Flyer or Invitation	Title I, Part A- Parent Involvement, Title IX Homeless Student Education, Title III, Part A- ELL, IDEA- Federal ESE	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes	Based on student data from last year, only 35% of our students are proficient in Reading.	
Building Capacity to Support Parents' Involvement in School		
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity	Impact of Activity	
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, data chats, School Advisory Council Meetings	Improve knowledge of the Title I Program	Improve parent participation by 1%
Person(s) Delivering Content	Person(s) Receiving Content	
Director of Federal Programs, Parent Services Team	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Morning (7:00am-10:30am), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Parent Training, School Advisory Council Meeting		
Communication Tools	Coordination with:	
School or District Website, Flyer or Invitation	Parent Involvement Resource Center, Title I, Part A- Parent Involvement	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes		To make parents aware of the funding provided to the public schools with low-income families., To make parents aware of the funding provided to the public schools with low-income families and give them an opportunity for input.	
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity		Impact of Activity	
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the STAR Diagnostic, Understanding the Florida Standards Assessment Student Report		Improve Student Attendance	Improve attendance by 1%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent / Teacher Conference, Data chat meetings, Parent Training			
Communication Tools		Coordination with:	
Backpack		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Fe	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes		Provide parents with information that they can use to understand how their child is performing in his/her academic courses.	
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
Building Capacity Activity		Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report		Improve English Language Arts Achievement	Improve by 5% in grades 3-5
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Resource Teacher		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent / Teacher Conference, Parent Training			

2018-2019 Title I, Part A Parent and Family Engagement Plan

Communication Tools		Coordination with:	
Skylert, Flyer or Invitation, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes		To show parents their child's strengths and areas of need down to the sub-skill level. This report help pinpoint the area of target.	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training module on building tie between parents and the school, Training developed in collaboration with parents to support parent involvement		Improve Parent Participation Rates	Improve parent participation by 1%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Resource Teacher		All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Third Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Online Self-guided Training			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes		Identify how perceptions effect reality and identify barriers and possible solutions to parental participation.	
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.			
Building Capacity Activity		Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement		Improve parent satisfaction, Improve Parent Participation Rates	Improve parent participation by 1%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Resource Teacher		Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Day (11:00am-2:00pm), Morning (7:00am-10:30am)	

2018-2019 Title I, Part A Parent and Family Engagement Plan

METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools	Coordination with:	
Email, School or District Website, Campus Display on Marquee	Title II, Part A- Staff Training, Title III, Part A- ELL	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Sign-in Sheets	Create parent friendly notices and create a list of the required parent notifications.	
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	
Training module on building tie between parents and the school, Training module on parent value and contributions	Improve parent involvement program	Improve parent participation by 1%
Person(s) Delivering Content	Person(s) Receiving Content	
School Advisory Council Chair, Principal	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Third Quarter	Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
School Advisory Council Meeting, Parent Training		
Communication Tools	Coordination with:	
Skylert, Campus Display on Marquee, Flyer or Invitation	All Federal, State and Local resources coordinate to support	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda, Meeting Minutes	Parents and teachers each have important roles in advancing a child's success. To make sure they both have the same goals in mind.	
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity	Impact of Activity	
Provide childcare at activity to eliminate barriers to greater participation, Provide other resources that eliminate barriers to greater participation	Improve Parent Participation Rates	Improve parent participation by 1%
Person(s) Delivering Content	Person(s) Receiving Content	
Resource Teacher	All Parents	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Morning (7:00am-10:30am), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Professional Learning Community, Annual parent input training		
Communication Tools	Coordination with:	
Backpack, Campus Display on Marquee, Flyer or Invitation	Parent Involvement Resource Center, Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets	Parents will be able to attend meetings.	
Building Capacity to Support Parents' Involvement in School		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity	Impact of Activity	
Training module on building tie between parents and the school, Provide information on Parent Engagement and Educational Programs	Improve parent involvement program	Improve parent participation by 1%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Parent Services Team	All Parents	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Afternoon (3:00pm-6:00pm), Morning (7:00am-10:30am)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training		
Communication Tools	Coordination with:	
Flyer or Invitation, Skylert, School or District Website	Parent Involvement Resource Center, Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Handouts, Meeting/Training Agenda, Meeting Minutes	To assist in the annual preparation and evaluation of the school improvement plan and in the school's annual budget.	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Building communication between home and school	8	125

2018-2019 Title I, Part A Parent and Family Engagement Plan

ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Increase parent and school involvement	Attendance and performance improved marginally	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Face to Face meetings	4	75
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
To make parents aware of the importance of an education and to provide grade level	Parents know the importance of the standards and how they build upon each other from grade level to grade level	
BUILDING CAPACITY ADDRESSED		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
School Advisory Council Meetings	4	75
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Increase parent and school involvement	The school will be able to correlate parent involvement with student achievement., The school will be able to correlate parent involvement with student achievement.	
BUILDING CAPACITY ADDRESSED		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos	3	50
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Increase proficiency	Marginal attendance and academic improvement, Some attendance and academic improvement	
Activities Not Implemented		
none		

George W. Munroe Elementary School

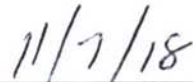
I, Dr. Ronald Peterson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]: and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee



Date Signed

2018-2019 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT

George W. Munroe 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 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.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

George W. Munroe Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and Parent Involvement Plan (PIP), now known as the Parent Family Engagement Plan (PFEP). During the first SAC meetings, Title I pamphlets are provided along with the Florida Standards. The school involves parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the first meeting of SAC. Funds are allotted according to the different goals and trainings during the first semester of school. The SAC along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings and expos are held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

George W. Munroe Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the

2018-2019 Title I, Part A Parent and Family Engagement Plan

ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of George W. Munroe Elementary School happenings, especially issues regarding their children.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

More active parent engagement and involvement in children's education; improved student achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity

English Language Arts Standards, Florida Standards Assessment- English Language Arts, Mathematics Standards, Provide other resources that eliminate barriers to greater participation, Provide information on Parent Engagement and Educational Programs, Understanding the Florida Standards Assessment Student Report, School Advisory Council Meetings, Enhance Parent Resource Center at school

Impact of Activity

Improve English Language Arts Achievement	Improve by at least 5% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%
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Person(s) Delivering Content

Teacher, Principal, Assistant Principal, Resource Teacher

Person(s) Receiving Content

All Parents, Teachers

Timeline of Activity

Calendar Timeframe

Second Quarter, First Quarter, Third Quarter

Time of Day

Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

Parent Training, Title I Annual Meeting, Parent / Teacher Conference, School Advisory Council Meeting

Communication Tools

Flyer or Invitation, Campus Display on Marquee, Skylert, School or District Website

Coordination with:

Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K, Headstart- Federal Pre-K, Early Learning Coalition

2018-2019 Title I, Part A Parent and Family Engagement Plan

Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting Minutes		To help increase the knowledge of the Florida Standards, To help increase the knowledge and understanding of the Florida Standards Assessment. To ensure early learners are fully prepared with skills necessary to make the successful as students in upper level grades.	
Building Capacity to Support Parents' Involvement in School			
2. Shall provide assistance to parents of children served to understand State and local assessments.			
Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, District Standards Assessment Grades 6-12- English Language Arts, Parent Teacher Expos, Enhance Parent Resource Center at school, School Advisory Council Meetings		Improve English Language Arts Achievement	Improve by at least 5% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Open House		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting, Title I Annual Meeting, District wide parent training			
Communication Tools		Coordination with:	
Flyer or Invitation, Campus Display on Marquee, Skylert, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To help increase the knowledge of the Florida Standards, To help increase the knowledge and understanding of the Florida Standards Assessment. To ensure early learners are fully prepared with skills necessary to make the successful as students in upper level grades.	
Building Capacity to Support Parents' Involvement in School			
3. Shall provide assistance to parents of children served to understand the requirements of Title I.			
Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, Data Chats, School Advisory Council Meetings, Understanding STAR diagnostic, Improve Student Behavior*		Improve parent involvement program, Improve knowledge of the Title I Program	Improve attendance by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team		All Parents, Teachers, Community Members	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. to noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Annual parent input training		
Communication Tools	Coordination with:	
Campus Display on Marquee, Flyer or Invitation, Skylert, School or District Website	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, Title IX Homeless Student Education, State Voluntary Pre-K, Headstart- Federal Pre-K, Parent Involvement Resource Center	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts, Meeting Minutes	To increase parent's understanding of Title I, while providing them with resources needed to impact their child's learning.	
Building Capacity to Support Parents' Involvement in School		
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity	Impact of Activity	
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report, Conducting an effective parent/teacher conference, Understanding STAR diagnostic	Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by at least 5% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	All Parents, Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference, Data Chat meetings, District wide parent training		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Backpack	Title I, Part A- Parent Involvement, 21st CCLC, State Voluntary Pre-K, IDEA- Federal ESE, Title IX Homeless Student Education	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Parent/Teacher Conference Completed Forms (Sampling), Meeting/Training Sign-in Sheets	To empower parents with resources to assist their child(ren) with strategies that will lead to increased student achievement.	
Building Capacity to Support Parents' Involvement in School		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		

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Building Capacity Activity		Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding the Florida Standards Assessment Student Report, Enhance Parent Resource Center at school, School Advisory Council Meetings		Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by at least 5% in grade 3; improve the number of early learners prepared for grade 3 by at least 10%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, School Advisory Council Chair, Parent Services Team		All Parents, Teachers, Community Members	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
School Advisory Council Meeting, Parent / Teacher Conference, Staff Training, District wide parent training, Professional Learning Communi			
Communication Tools		Coordination with:	
Skylert, Flyer or Invitation, School or District Website, Newsletter		Title I, Part A- Parent Involvement, 21st CCLC, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K	
Evidence of Activity		Reason for Activity	
Parent/Teacher Conference Completed Forms (Sampling), Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To support parents with an understanding of ways to use tools at home to raise their child's level of achievement in school.	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training developed in collaboration with parents to support parent involvement		Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team		All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Professional Learning Community, Online Self-guided Training			
Communication Tools		Coordination with:	
Email, Flyer or Invitation, Campus Display on Marquee, Newsletter		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition	

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Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts		To strengthen relationships between the school and parents as equal partners to increase overall communication.	
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.			
Building Capacity Activity		Impact of Activity	
Training developed in collaboration with parents to support parent involvement, Training module on building tie between parents and the school		Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher		Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training			
Communication Tools		Coordination with:	
Email, School or District Website, Campus Display on Marquee		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts		To stregthen the relationship between the school and parents as equal partners to increase overall communication.	
Building Capacity to Support Parents' Involvement in School			
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training module on parent value and contributions, Training developed in collaboration with parents to support parent involvement, Provide other resources that eliminate barriers to greater participation		Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent Services Team		Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Professional Learning Community, Online Self-guided Training			

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Communication Tools		Coordination with:	
Campus Display on Marquee, School or District Website, Email, Flyer or Invitation		Title I, Part A- Parent Involvement, Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts		To continue increasing school and home relationships between, To continue increasing the school and home relationships among all stakeholders.	
Building Capacity to Support Parents' Involvement in School			
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.			
Building Capacity Activity		Impact of Activity	
Provide childcare at activity to eliminate barriers to greater participation, Provide other resources that eliminate barriers to greater participation		Improve parent participation rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Parent Services Team		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter		Weekend (9 a.m. to noon), Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Flyer or Invitation		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs		Improve knowledge of the Title I Program	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Director of Elementary Education, Director of Federal Programs, Parent Services Team		Community Members, All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting, District wide parent training			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement	

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Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with school and district

EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Back to school/orientation/open house	3	150

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
improve parent involvement in their child's education at home	parents provided opportunity to learn about Florida standards, and review School Public Accountability Report, followed up by actual practice in the standards they can use at home

BUILDING CAPACITY ADDRESSED

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos	4	200-250

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
parent awareness of report cards and reading activities, parents involvement with	parents provided opportunity to meet with teachers to discuss grades on report cards and also provided opportunities to read with children

BUILDING CAPACITY ADDRESSED

5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
FSA Training/Literacy parent night out workshops/content area parent workshops	3	150-175

ESTABLISHED GOAL	ACTUAL OUTCOME(S)
build better academic content skills and understanding of assessments	parents are able to discuss children's specific content weaknesses and strengths with teachers and receive information and strategies to be used to help children at home

BUILDING CAPACITY ADDRESSED

6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
staff training in customer service and Title I parent rights	2	35-40

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ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
awareness of federal programs and parent rights	Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Grade level parent night meetings	10	75-150
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
awareness of student grades, tests, specific student weaknesses, and what parents can do to help	Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education	
Activities Not Implemented		
none		

GREENSBORO ELEMENTARY SCHOOL

I, Stephen Pitts, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]: and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee

10/13/18
Date Signed

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MISSION STATEMENT

To provide parents with the resources necessary to help their children successful academically and socailly., To provide parents with the resources necessary to help their children successful academically and socially.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Greensboro Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Greensboro Elementary School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and

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the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Havana is a school and parent friendly facility. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Greensboro Elementary School will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Provide parents with information and resources to help their child on FSA. The biggest barrier for accomplishing this problem is the parent's lack of familiarity with FSA. We will host parent nights in January and February to help parents become familiar with strategies that will help them better help their child. Parents will be trained to help students use I Ready at home and to monitor their progress. Parents indicated that communication with teachers needed to be simplified. Parent portal workshop will be offered for parents to streamline the information about student performance. Planning time

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Mathematics Standards, Provide other resources that eliminate barriers to greater participation, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions	Improve English Language Arts Achievement	Improve to 50% proficiency in grade 3
Person(s) Delivering Content	Person(s) Receiving Content	
Teacher, Principal, Assistant Principal, Resource Teacher	All Parents, Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Newsletter, Skylert, Backpack, Campus Display on Marquee	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student	

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	Education, Title III, Part A- ELL, Title IX Homeless Student Education, 21st CCLC		
Evidence of Activity	Reason for Activity		
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Handouts	The Parent Nights are designed to give parents the information and training to help their child log on to Iready and monitor their child's progress at home. This will enable them to see the areas of need they can work on with their child.		
Building Capacity to Support Parents' Involvement in School			
2. Shall provide assistance to parents of children served to understand State and local assessments.			
Building Capacity Activity	Impact of Activity		
English Language Arts Standards, Understanding the Florida Standards Assessment Student Report, Curriculum Nights	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Improve English Language Arts Achievement, Improve Mathematics Achievement</td> <td style="width: 30%;">Improve by 3%</td> </tr> </table>	Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 3%
Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 3%		
Person(s) Delivering Content	Person(s) Receiving Content		
Teacher, Resource Teacher, Assistant Principal, Parent Services Coordinator	All Parents		
Timeline of Activity			
Calendar Timeframe	Time of Day		
First Quarter, Second Quarter	Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon), Day (11:00am-2:00pm)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting			
Communication Tools	Coordination with:		
Newsletter, Campus Display on Marquee, Skylert	Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title IX Homeless Student Education, IDEA- Federal ESE		
Evidence of Activity	Reason for Activity		
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes	To inform parents of ways to assist with ELA and mathematics. To inform parents of ways to assist with ELA and math at home with their homework and in preparation for the FSA		
Building Capacity to Support Parents' Involvement in School			
3. Shall provide assistance to parents of children served to understand the requirements of Title I.			

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Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, Training module on building tie between parents and the school, School Advisory Council Meetings		Improve knowledge of the Title I Program	Improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Parent Services Team		All Parents, All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Newsletter, Skyward Student Data System, Campus Display on Marquee, School or District Website, Skylert		Title I, Part A- Parent Involvement, IDEA- Federal ESE, Headstart- Federal Pre-K, State Voluntary Pre-K, Title III, Part A- ELL, Title I, Part C- Migrant Student Education	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes		To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity		Impact of Activity	
Understanding the Florida Standards Assessment Student Report, Understanding STAR diagnostic, Understanding i-Ready Diagnostic Report, Enhance Parent Resource Center at School, Understanding Report Cards		Improve parent involvement program	improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Parent, Resource Teacher		All Parents, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting, Data Chat Meetings			

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Communication Tools		Coordination with:	
Newsletter, Skyward Student Data System, Campus Display on Marquee, Backpack		Parent Involvement Resource Center, Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
Building Capacity Activity		Impact of Activity	
Understanding STAR diagnostic, Develop Parent Resource Center at School, Understanding the Florida Standards Assessment Student Report, Data Chats		Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Staff Training			
Communication Tools		Coordination with:	
Newsletter, Flyer or Invitation, Campus Display on Marquee		Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Parent/Teacher Conference Completed Forms (Sampling)		To ensure all parents understand how to improve their child(ren) academic performance	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Effective utilization of parent/teacher communication tool(s)*, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates	Improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Parent Services Team, Professional Learning Team		Teachers, School Administrators, Specialized Instructional Support Personnel	

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Timeline of Activity	
Calendar Timeframe	Time of Day
First Quarter	Morning (7:00am-10:30am), Weekend (9 a.m. - noon), Afternoon (3:00pm-6:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Staff Training, Online Self-guided Training, Professional Learning Community	
Communication Tools	Coordination with:
Flyer or Invitation, Email, Newsletter	Title II, Part A- Staff Training
Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To ensure all teachers know how to effectively communicate and work with parents and colleagues
Building Capacity to Support Parents' Involvement in School	
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.	
Building Capacity Activity	Impact of Activity
Training module on parent value and contributions, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs	Improve parent involvement program improve by 2%
Person(s) Delivering Content	Person(s) Receiving Content
Principal, Assistant Principal, Consultant, Guidance Counselor, Professional Learning Team	Teachers, Other Staff
Timeline of Activity	
Calendar Timeframe	Time of Day
First Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Staff Training	
Communication Tools	Coordination with:
Email, Flyer or Invitation, School or District Website	Title I, Part A- Parent Involvement, Parent Involvement Resource Center, Title II, Part A- Staff Training
Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting Minutes	To improve ties between home and school; to improve communication between home and school
Building Capacity to Support Parents' Involvement in School	
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.	
Building Capacity Activity	Impact of Activity

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Provide information on Parent Engagement and Educational Programs, Training module on building tie between parents and the school	Improve Parent Participation Rates	improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Professional Learning Team, Parent Services Team		Teachers, Other Staff, School Administrators
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Grade
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Professional Learning Community, Online Self-guided Training		
Communication Tools		Coordination with:
Email, Flyer or Invitation		Parent Involvement Resource Center, All Federal, State and Local resources coordinate to support
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting/Training Handouts, Meeting/Training Sign-in Sheets		To improve ties between home and school; to improve communication between home and school
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity		Impact of Activity
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program
Person(s) Delivering Content		Person(s) Receiving Content
Principal		All Parents, Specialized Instructional Support Personnel
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference		
Communication Tools		Coordination with:
Campus Display on Marquee, Backpack, Skylert, School or District Website		All Federal, State and Local resources coordinate to support
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings
Building Capacity to Support Parents' Involvement in School		

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13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.

Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs		Improve knowledge of the Title I Program	Improve by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Parent Services Team, Director of Federal Programs, School Advisory Council Chair		Community Members, All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Third Quarter, Fourth Quarter		Weekend (9 a.m. - noon), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, Backpack, School or District Website, Flyer or Invitation		All Federal, State and Local resources coordinate to support	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Agenda		To improve parent relations with school district	

EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Workshop to identify strategies and activities that parents can use to help their child academically.	3	150
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Parents will be given strategies to better help their child with homework.	Use of the I-Ready at home increased significantly., Use of the I-Ready at home increased significantly. Students passing the FSA ELA increased from 31% to 46	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent workshops; parent/teacher conferences throughout the school year, Parent workshops;	3	150
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	The number of students scoring level 3 and above increased to 45% in Reading and 75% in mathh on the FSA.	

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Activities Not Implemented
none

STEWART STREET ELEMENTARY SCHOOL

I, Lisa Robinson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee

10/30/18
Date Signed

2018-2019 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT

Stewart Street Elementary believes that positive parental involvement is vital to student achievement and therefore encourages such involvement in school educational planning and operations. The parent involvement plan acts as a blueprint to strengthen the partnership between Stewart Street Elementary School parents, faculty, staff, and neighboring community

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Stewart Street Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) has the responsibility for developing, implementing, and evaluating the School Improvement Plan (SIP) and the Parent Family Engagement Plan (PFEP). Parent input is collected throughout the year in surveys from parents during parent meetings. The school involves parents in the discussions regarding how funds will be used by seeking parents' ideas and suggestions for the expending of the funds during the SAC meetings. Title I information is provided along with the Florida Standards. Funds are allotted according to the different goals and trainings planned for the school during the school year. The SAC, along with all other parents provide input into the development, implementation, and evaluation of the PFEP. The annual Title I parent meeting provides information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting also informs parents about school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Parent meetings and expos are held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly SAC meetings, input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parent involvement funds for parent activities to reach those goals, and how those goals relate to the development of the SIP. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and parent activities.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Stewart Street Elementary School provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is a close coordination between the school and the

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ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator are provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. The school with the assistance of the district communicates to parents via the Skylert communication system, newsletters, flyers, school marquee, phone calls, news materials and trainings to help parents work with their children to improve their children academics achievement. Forums including Open House, SAC, Parent Teacher Association (PTA) meetings and Parent Expos are utilized to facilitate parental involvement at the school level. The PFEP is provided to all parents the first month of school in a language parents can understand. Any informational documents sent to parents of English Language Learners (EL) and/or migratory children are transcribed and delivered in Spanish or any other language students reportedly spoken in the home. Any information sent to parents of Exceptional Student Education (ESE) is watermarked with contact information for parents to use whenever they have questions about anything they read. As requested, the school employs translators to relay messages to parents via telephone and/or issues certified letters or hand delivered letters to parents' homes to keep them fully aware of Stewart Street Elementary School happenings, especially issues regarding their children.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

More active parent engagement and involvement in children's education; improved student achievement, More active parent engagement and involvement in children's education; improved student achievement; more training on the test and with parent portals; more resources sent home for parents to assist children; better communication in both languages, More

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Mathematics Standards, Provide other resources that eliminate barriers to greater participation, Provide information on Parent Engagement and Educational Programs, Understanding the Florida Standards Assessment Student Report, School Advisory Council Meetings, Enhance Parent Resource Center at school		Improve English Language Arts Achievement	Improve by 3% in grades 3-5
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Principal, Assistant Principal, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm), Morning (7:00am-10:30am)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, Parent / Teacher Conference, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Flyer or Invitation, Campus Display on Marquee, Skylert, School or District		Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student	

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Website	Education, IDEA- Federal ESE, Title IX Homeless Student Education	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting Minutes	To help increase the knowledge of the Florida Standards, To help increase the knowledge and understanding of the Florida Standards Assessment.	
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity		Impact of Activity
English Language Arts Standards, i-Ready Diagnostic- English Language Arts, Understanding the Florida Standards Assessment Student Report, Parent Teacher Expos	Improve English Language Arts Achievement	Improve by 3% in grades 3-5
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Guidance Counselor, Teacher		All Parents
Timeline of Activity		
Calendar Timeframe		Time of Day
Open House		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting, Title I Annual Meeting, Annual parent input training, Data Chat meetings		
Communication Tools		Coordination with:
Flyer or Invitation, Campus Display on Marquee, Skylert, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A- ELL, State Voluntary Pre-K
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To help increase the knowledge of the Florida Standards, To help increase the knowledge and understanding of the Florida Standards Assessment.	
Building Capacity to Support Parents' Involvement in School		
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity		Impact of Activity
Provide Information on the Title I Program, Training developed in collaboration with parents to support parent involvement, Data Chats, School Advisory Council Meetings	Improve parent involvement program, Improve knowledge of the Title I Program	Improve attendance by 2%
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher		All Parents

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Timeline of Activity			
Calendar Timeframe	Time of Day		
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting			
Communication Tools	Coordination with:		
Campus Display on Marquee, Flyer or Invitation, Skylert, School or District Website	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, Title IX Homeless Student Education		
Evidence of Activity	Reason for Activity		
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts, Meeting Minutes	To increase parent's understanding of Title I, while providing them with resources needed to impact their child's learning., To increase parent's understanding of Title I, while providing them with resources needed to impact their child's learning.		
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity	Impact of Activity		
Understanding Report Cards, Understanding i-Ready Diagnostic Report, Understanding the Florida Standards Assessment Student Report, Conducting an effective parent/teacher conference	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement</td> <td style="width: 30%;">Improve by 3% in grades 3-5</td> </tr> </table>	Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by 3% in grades 3-5
Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by 3% in grades 3-5		
Person(s) Delivering Content	Person(s) Receiving Content		
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	All Parents, Teachers		
Timeline of Activity			
Calendar Timeframe	Time of Day		
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools	Coordination with:		
Skylert, School or District Website, Flyer or Invitation, Backpack	Title I, Part A- Parent Involvement, 21st CCLC, State Voluntary Pre-K, IDEA- Federal ESE		
Evidence of Activity	Reason for Activity		
Meeting/Training Agenda, Parent/Teacher Conference Completed Forms	To empower parents with resources to assist their child(ren)		

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(Sampling), Meeting/Training Sign-in Sheets	with strategies that will lead to increased student achievement.		
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
Building Capacity Activity	Impact of Activity		
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding the Florida Standards Assessment Student Report	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement</td> <td style="width: 30%;">Improve by 3% in grades 3-5</td> </tr> </table>	Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by 3% in grades 3-5
Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by 3% in grades 3-5		
Person(s) Delivering Content	Person(s) Receiving Content		
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	All Parents		
Timeline of Activity			
Calendar Timeframe	Time of Day		
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
School Advisory Council Meeting, Parent / Teacher Conference, Staff Training			
Communication Tools	Coordination with:		
Skylert, Flyer or Invitation, School or District Website, Newsletter	Title I, Part A- Parent Involvement, 21st CCLC		
Evidence of Activity	Reason for Activity		
Parent/Teacher Conference Completed Forms (Sampling), Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To support parents with an understanding of ways to use tools at home to raise their child's level of achievement in school.		
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity	Impact of Activity		
Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Data Chats, Understanding STAR diagnostic, Understanding i-Ready Diagnostic Report	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Improve parent involvement program, Improve Parent Participation Rates</td> <td style="width: 30%;">Improve participation by 2%</td> </tr> </table>	Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%		
Person(s) Delivering Content	Person(s) Receiving Content		
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	All Parents, Teachers, Specialized Instructional Support Personnel, School Administrators		
Timeline of Activity			

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Calendar Timeframe	Time of Day		
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Professional Learning Community, Online Self-guided Training			
Communication Tools	Coordination with:		
Email, Flyer or Invitation	Title II, Part A- Staff Training, Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title IX Homeless Student Education, Early Learning Coalition		
Evidence of Activity	Reason for Activity		
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts	To strengthen relationships between the school and parents as equal partners to increase overall communication.		
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.			
Building Capacity Activity	Impact of Activity		
Training developed in collaboration with parents to support parent involvement, Training module on building tie between parents and the school, Training module on communicating with parents or diverse populations	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Improve parent involvement program, Improve Parent Participation Rates</td> <td style="width: 30%;">Improve participation by 2%</td> </tr> </table>	Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%		
Person(s) Delivering Content	Person(s) Receiving Content		
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher	Teachers, Specialized Instructional Support Personnel; School Administrators		
Timeline of Activity			
Calendar Timeframe	Time of Day		
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training			
Communication Tools	Coordination with:		
Email, School or District Website, Campus Display or Marquee	Title II, Part A- Staff Training, Title I, Part A- Parent Involvement		
Evidence of Activity	Reason for Activity		
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts	To strengthen the relationship between the school and parents as equal partners to increase overall communication.		
Building Capacity to Support Parents' Involvement in School			
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.			
Building Capacity Activity	Impact of Activity		

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Training module on parent value and contributions, Training developed in collaboration with parents to support parent involvement, Provide other resources that eliminate barriers to greater participation		Improve parent involvement program, Improve Parent Participation Rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher		Teachers, Specialized Instructional Support Personnel, School Administrators	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Professional Learning Community, Online Self-guided Training			
Communication Tools		Coordination with:	
Campus Display on Marquee, School or District Website, Email, Flyer or Invitation		Title I, Part A- Parent Involvement, Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting/Training Handouts		To continue increasing school and home relationships between, To continue increasing the school and home relationships among all stakeholders.	
Building Capacity to Support Parents' Involvement in School			
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.			
Building Capacity Activity		Impact of Activity	
Provide childcare at activity to eliminate barriers to greater participation, Provide other resources that eliminate barriers to greater participation, Training module on communicating with parents or diverse populations		Improve parent participation rates	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter		Weekend (9 a.m. to noon), Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Flyer or Invitation		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs			

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supported under Title I Parent Involvement.

Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Training module on building tie between parents and the school, Training module on communicating with parents or diverse populations		Improve knowledge of the Title I Program	Improve participation by 2%
Person(s) Delivering Content		Person(s) Receiving Content	
Director of Elementary Education, Director of Federal Programs, Parent Services Team		Community Members, All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Evening (6:00pm-8:00pm), Weekend (9 a.m. to noon), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To improve parent relations with school and district	

EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parents Florida Standards Nights, Parents Florida Standards Nights; quarterly parent meetings; parent	5	90
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
improve parent involvement in their child's education at home	parents provided opportunity to learn about Florida standards, and review School Public Accountability Report, followed up by actual practice in the standards they can use at home	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos	3	150-175
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
parent awareness of report cards and reading activities, parents involvement with	parents provided opportunity to meet with teachers to discuss grades on report cards and also provided opportunities to read with children	

2018-2019 Title I, Part A Parent and Family Engagement Plan

BUILDING CAPACITY ADDRESSED		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Family building Better Readers Night, Family Building Better Readers Night	5	200-225
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Build better ELA skills	parents are able to discuss children's specific content weaknesses and strengths with teachers and receive information and strategies to be used to help children at home	
BUILDING CAPACITY ADDRESSED		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Staff training for Title I	4	50
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
awareness of federal programs and parent rights	Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Student cumulative folder meeting, Student cumulative folder meeting; provide parents with individual student test scores and instructions on accessing parent portal	8	150-200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
awareness of federal programs and parent rights	Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education, Teachers were better aware of the responsibilities of reporting and how to assist parents in their child's education; parents became better partners helping children at home	
Activities Not Implemented		
none		

HAVANA MAGNET SCHOOL

I, Delshuana Jackson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]: and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee

11/13/18

Date Signed

2018-2019 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT			
<p>Our primary mission at Havana Magnet School is to find ways of enhancing each child's learning opportunities. We strive to help students nurture a love for learning and to develop lifelong learners. We believe that each child should be given opportunities to achieve, understand that active participation of parents and family will help promote this success, and also be successful in all aspects.</p>			
INVOLVEMENT OF PARENTS			
<p>Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]</p>			
<p>Havana Magnet School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC), along with all other parents, provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child/children will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year – especially to seek parental involvement and input regarding how the school invests federal dollars in parent activities. During the quarterly School Advisory Council (SAC) meeting, Council members and all parents in attendance are expected to offer input regarding specific goals they have for the school, decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Also, parents are surveyed at least once for Title I and for 21st Century Community Learning Centers (CCLC) respectively for their input on activities and expenditures for those activities that support the PFEP and their children.</p>			
ACCESSIBILITY			
<p>Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].</p>			
<p>Havana Magnet School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Thorough memos and letters ensuring understanding for all stakeholders will be disseminated to make certain all special populations are aware of any events and/or activities held at the school. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish, and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested.</p>			
CURRENT YEAR FOCUS BASED ON PARENT INPUT			
<p>Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:</p>			
<p>Parental Involvement and Student Achievement</p>			
Building Capacity to Support Parents' Involvement in School			
<p>1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.</p>			
Building Capacity Activity	Impact of Activity		
<p>English Language Arts Standards, Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Improve English Language Arts Achievement</td> <td style="width: 30%;">Improve by 5%</td> </tr> </table>	Improve English Language Arts Achievement	Improve by 5%
Improve English Language Arts Achievement	Improve by 5%		
Person(s) Delivering Content	Person(s) Receiving Content		
<p>Principal, Assistant Principal, Teacher, Resource Teacher</p>	<p>All Parents, Teachers</p>		
Timeline of Activity			
Calendar Timeframe	Time of Day		
<p>First Quarter, Second Quarter</p>	<p>Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)</p>		
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
<p>Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference</p>			
Communication Tools	Coordination with:		

2018-2019 Title I, Part A Parent and Family Engagement Plan

Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee, Facebook		Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension; provide them with the training and the tools to assist their children at home; and provide parents with an understanding of the testing standards and how they are scored so that they can work with children to reach higher expectations.	
Building Capacity to Support Parents' Involvement in School			
2. Shall provide assistance to parents of children served to understand State and local assessments.			
Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, End of Course Exam- Biology, End of Course Exam- Civics, Parent Teacher Expos, Curriculum nights, Data Chats, Enhance Parent Resource Center at School, School Advisory Council Meetings		Improve parent involvement program, Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Facebook		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments	
3. Shall provide assistance to parents of children served to understand the requirements of Title I.			
Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, DLOPI Training, Training module on building tie between parents and the school, School Advisory Council Meetings		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal		All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website, Facebook		Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff, and be fully aware of the school and district's academic achievement status via standardized tests.	
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity		Impact of Activity	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Effective utilization of parent/teacher communication tool(s)*, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation. Enhance Parent Resource Center at School. School Advisory Council Meetings		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent		All Parents, Teachers, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools		Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email		Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
Building Capacity Activity		Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions		Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent / Teacher Conference, Staff Training			
Communication Tools		Coordination with:	
Flyer or Invitation		Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)		To ensure all parents understand how to improve their child/children's academic performance	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To ensure all teachers know how to effectively communicate and engage with parents and colleagues	
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in			

2018-2019 Title I, Part A Parent and Family Engagement Plan

how to reach out to, communicate with, and work with parents as equal partners.

Building Capacity Activity		Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions		Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant		Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training			
Communication Tools		Coordination with:	
Flyer or Invitation, School or District Website, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda		To improve communication between home and school	
Building Capacity to Support Parents' Involvement in School			
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training module on building tie between parents and the school		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve the school-to-home connection	
Building Capacity to Support Parents' Involvement in School			
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.			
Building Capacity Activity		Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal		All Parents, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.			
Building Capacity Activity		Impact of Activity	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team	All Stakeholders, Community Members	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo, Parent Expo/Parent Conference Nights	3	150-200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data	Shared student progression in regards to classwork and assessment data	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Curriculum Nights	2	100-200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression regarding classwork and assessment data and content-specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Shared content-specific strategies to increase parents' knowledge of standards assessed in various core subject areas	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo, Parent Involvement Workshops	2	50-70
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home and awareness of standards and how to maximize students' performance	Shared student progression in regards to classwork and assessment data	
Activities Not Implemented		
none		

James A. Shanks Middle School

I, Maurice Stokes, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee

10/30/18
Date Signed

MISSION STATEMENT

2018-2019 Title I, Part A Parent and Family Engagement Plan

Our primary mission at James A. Shanks Middle School is to find ways of enhancing each child's learning opportunities. We strive to help students nurture a love for learning and to develop lifelong learners. We believe that each child should be given opportunities to achieve, be successful, and understand that active participation of parents and family will help promote this success.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

James A. Shanks Middle School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

James A. Shanks Middle School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Havana is a school and parent friendly facility. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Havana Magnet School will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

2018-2019 Title I, Part A Parent and Family Engagement Plan

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:		
Parental Involvement and Student Achievement		
Building Capacity to Support Parents' Involvement in School		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity		Impact of Activity
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings		Improve English Language Arts Achievement Improve proficiency to 40% for grades 4-8
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference		
Communication Tools		Coordination with:
Skylert, School or District Website, Flyer or Invitation, Campus Display on Marquee		Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title II, Part A- Staff Training, Title III, Part A- ELL, Title IV, Safe and Supportive Program, Title V- Rural Education Program, Title IX Homeless Student Education, IDEA- Federal ESE, 21st CCLC
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension, To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension; to provide them with the training and the tools to assist their children at home; to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations.
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity		Impact of Activity
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 4-8, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, End of Course Exam- Biology, End of Course Exam- Civics, Parent Teacher Expos, Curriculum nights, Data Chats, Enhance Parent Resource Center at School, School Advisory Council Meetings		Improve parent involvement program, Improve Parent Participation Rates Improve proficiency to 40% for grades 4-8
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents

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Timeline of Activity	
Calendar Timeframe	Time of Day
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Parent Training, Title I Annual Meeting, School Advisory Council Meeting	
Communication Tools	Coordination with:
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC
Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra, To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments
3. Shall provide assistance to parents of children served to understand the requirements of Title I.	
Building Capacity Activity	Impact of Activity
Provide Information on the Title I Program, DLOPI Training, Training module on building tie between parents and the school, School Advisory Council Meetings	Improve knowledge of the Title I Program Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Stakeholders
Timeline of Activity	
Calendar Timeframe	Time of Day
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY	
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting	
Communication Tools	Coordination with:
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC
Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.
Building Capacity to Support Parents' Involvement in School	
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.	
Building Capacity Activity	Impact of Activity

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Effective utilization of parent/teacher communication tool(s)*, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at School, School Advisory Council Meetings	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent	All Parents, Teachers, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference, Data Chat meetings		
Communication Tools	Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email	Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity	Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)	To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity	Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions	Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor	All Parents	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent / Teacher Conference, Staff Training		
Communication Tools	Coordination with:	
Flyer or Invitation	Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)	To ensure all parents understand how to improve their child(ren) academic performance	
Building Capacity to Support Parents' Involvement in School		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	

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Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations	Improve Parent Participation Rates, improve knowledge of parent portal and its use	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools	Coordination with:	
Flyer or Invitation, Email	Title II, Part A- Staff Training	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To ensure all teachers know how to effectively communicate and work with parents and colleagues	
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity	Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions	Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant	Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools	Coordination with:	
Flyer or Invitation, School or District Website, Email	Title II, Part A- Staff Training, Title IV, Safe and Supportive Program, Title V- Rural Education Program	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda	To improve ties between home and school , To improve communication between home and school	
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		

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Building Capacity Activity		Impact of Activity	
Training module on building tie between parents and the school, Effective utilization of parent/teacher communication tool(s)*, Improve Student Behavior*		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve ties between home and school	
Building Capacity to Support Parents' Involvement in School			
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.			
Building Capacity Activity		Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation; Provide more resources in character education and extra resources for parents to work with children at home on homework		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal		All Parents, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.			
Building Capacity Activity		Impact of Activity	

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Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team	All Stakeholders, Community Members	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with the school district. To assist with helping parents and children change their mindset about school to be more of a growth mindset.	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo, Parent Expo/Parent Conference Nights	3	150-200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data	Shared student progression in regards to classwork and assessment data; allowed quarterly visits during parent expos to student classrooms and communicated that access to teachers was 24/7 through parent portal	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Curriculum Nights	3	75-125
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS

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Parent Expo, Parent Involvement Workshops	3	150-200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Shared student progression in regards to classwork and assessment data	
Activities Not Implemented		
none; however activities that will be enhanced during the upcoming year are the addition of more community input through better implementation of SAC activities into school improvement; better usage of parent portal in the upcoming year; and providing parents more student resources, more access to teachers, and more communication between school and home		

WEST GADSDEN MIDDLE SCHOOL

I, Sonya Jackson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.


Signature of Principal or Designee

11/14/18
Date Signed

2018-2019 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT

West Gadsden Middle 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., West Gadsden Middle 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.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

West Gadsden Middle School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

West Gadsden Middle School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parental Involvement and Student Achievement will be our focus this year as we "Work Together to Reach our Targets" in Parental Involvement and Student Achievement. Reading, Math, and especially Science.

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance

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to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8	Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve parent involvement program	Improve proficiency by 10% for grades 4-8

Person(s) Delivering Content	Person(s) Receiving Content
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents, Teachers

Timeline of Activity	
Calendar Timeframe	Time of Day
First Quarter, Second Quarter, Third Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference

Communication Tools	Coordination with:
Skylert, School or District Website, Flyer or Invitation, Campus Display on M	Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training, 21st CCLC

Evidence of Activity	Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments.

Building Capacity to Support Parents' Involvement in School
2. Shall provide assistance to parents of children served to understand State and local assessments.

Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, Mathematics Standards, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Civics, Industry Certification Assessments	Improve parent involvement program, Improve Parent Participation Rates	Improve proficiency by 10% for grades 4-8

Person(s) Delivering Content	Person(s) Receiving Content
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents

Timeline of Activity	
Calendar Timeframe	Time of Day
Second Quarter, Third Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)

METHOD(S) TO DELIVER CONTENT OF ACTIVITY

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Parent Training, Title I Annual Meeting, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments.	
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity	Impact of Activity	
Provide Information on the Title I Program, DLOPI Training, Training module on building tie between parents and the school, School Advisory Council Meetings	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity	Impact of Activity	
Effective utilization of parent/teacher communication tool(s)*,	Improve Parent Participation Rates,	Improve by 5%

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Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, School Advisory Council Meetings, Provide other resources that eliminate barriers to greater participation	Improve parent involvement program	
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Parents, Teachers, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference, Data Chat meetings		
Communication Tools	Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	o improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity	Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions	Improve Parent Participation Rates, Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Science Achievement	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent	All Parents, Teachers, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter, Third Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference, Data Chat meetings		
Communication Tools	Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email	Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity	Reason for Activity	

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Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To ensure all teachers know how to effectively communicate and work with parents and colleagues	
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.			
Building Capacity Activity		Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions		Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant		Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	

2018-2019 Title I, Part A Parent and Family Engagement Plan

METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools	Coordination with:	
Flyer or Invitation, School or District Website, Email	Title II, Part A- Staff Training	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda	To improve ties between home and school , To improve communication between home and school	
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	
Training module on building tie between parents and the school	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Other Staff	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools	Coordination with:	
Flyer or Invitation, Email	Title II, Part A- Staff Training, Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda	To improve ties between home and school	
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity	Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation	Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal	All Parents, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		

2018-2019 Title I, Part A Parent and Family Engagement Plan

Parent Training, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity	Impact of Activity	
Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team	All Stakeholders, Community Members	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo/Parent Conference Nights	3	100-150
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data	Shared student progression in regards to classwork and assessment data	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of		

2018-2019 Title I, Part A Parent and Family Engagement Plan

children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Literacy Night/Parent Expo	2	50-100
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Trainings	2	25-30
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Provide parents information on academic and leadership skills to assist parents in being able to help children with homework	A Parent workshop was provided with strategies to assist them at home with their children. It is our goal to offer two trainings this year to parents.	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Open House	1	150-200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Provide parents an opportunity to meet with faculty and staff discussing data, curriculum, and , Provide parents an opportunity to meet with faculty and staff discussing data,	Parents were provided an opportunity hands-on workshops with strategies to assist them at home with their children, Parents were provided an opportunity to meet and greet faculty, staff and administration	
Activities Not Implemented		
none		

2018-2019 Title I Parent Family Engagement Plan


GADSDEN COUNTY HIGH SCHOOL

I, Pamela Jones, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

I, Pamela Jones, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive
- Provide each parent timely notice information regarding their right to request information on the professional
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee

11/14/2018
Date Signed

MISSION STATEMENT

Gadsden County High School, in partnership with parents and community members, will provide all students with a safe and nurturing environment. The core curriculum will be rich and rigorous and respects diversity in students' learning styles. We have one guiding principle: Restoring Academic Excellence and Pride. We strive for our students to be proficient in all curricular areas.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be

2018-2019 Title I Parent Family Engagement Plan

used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Gadsden County High School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I schoolwide program. Other parent meetings and expos will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the monthly School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

Gadsden County High School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Gadsden County High School is a school and parent friendly facility. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. Gadsden County High School will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parental Involvement and Student Achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity	Impact of Activity	
English Language Arts Standards, Florida Standards Assessment- English	Improve English Language Arts	Improve proficieny in

2018-2019 Title I Parent Family Engagement Plan

Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings	Achievement	grades 9-10 by 10%
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference		
Communication Tools		Coordination with:
Skylert, School or District Website, Flyer or Invitation, Campus Display on M		Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training, 21st CCLC
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension, To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension; to provide them with the training and the tools to assist their children at home; to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations.
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity		Impact of Activity
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 9-12, End of Course Exam- Algebra 1, Florida Standards Assessment- End of Course Exam- Biology, End of Course Exam, Parent Teacher Expos, Curriculum nights, Data Chats, Enhance Parent Resource Center at School, School Advisory Council Meetings		Improve parent involvement program, Improve Parent Participation Rates
		Improve from baseline by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents
Timeline of Activity		
Calendar Timeframe		Time of Day
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm),
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting		
Communication Tools		Coordination with:
Skylert, School or District Website, Flyer or Invitation		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC
Evidence of Activity		Reason for Activity
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To inform parents of ways to assist with ELA, mathematics, science, biology, geometry, U.S. History, Chemistry, and Algebra in preparation for standardized assessments and End of Course (EOC) exams
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		

2018-2019 Title I Parent Family Engagement Plan

Building Capacity Activity		Impact of Activity	
Provide Information on the Title I Program, Provide other resources that eliminate barriers to greater participation, Training developed in collaboration with parents to support parent involvement, School Advisory Council Meetings		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal		All Stakeholders	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting			
Communication Tools		Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website		Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity		Impact of Activity	
Effective utilization of parent/teacher communication tool(s)*, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at School, School Advisory Council Meetings		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent		All Parents, Teachers, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools		Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email		Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
Building Capacity Activity		Impact of Activity	
English Language Arts Standards, End of Course Exam- Algebra 1, End of Course Exam- Geometry, End of Course Exam- Biology, Industry Certification Assessments, Improve Student Behavior*, Provide information on Parent Engagement and Educational Programs		Improve English Language Arts Achievement, Improve Mathematics Achievement, Improve Industry Certification rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	

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Teacher, Parent Services Team, Guidance Counselor		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent / Teacher Conference, Staff Training			
Communication Tools		Coordination with:	
Flyer or Invitation		Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity		Reason for Activity	
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)		To ensure all parents understand how to improve their child(ren) academic performance	
Building Capacity to Support Parents' Involvement in School			
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		To ensure all teachers know how to effectively communicate and work with parents and colleagues	
Building Capacity to Support Parents' Involvement in School			
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.			
Building Capacity Activity		Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions		Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant		Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training			
Communication Tools		Coordination with:	
Flyer or Invitation, School or District Website, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	

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Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda		To improve ties between home and school , To improve communication between home and school	
Building Capacity to Support Parents' Involvement in School			
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training module on building tie between parents and the school		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve ties between home and school	
Building Capacity to Support Parents' Involvement in School			
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.			
Building Capacity Activity		Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal		All Parents, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School			
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.			
Building Capacity Activity		Impact of Activity	
Provide information on Parent Engagement and Educational Programs		Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team		All Stakeholders, Community Members	
Timeline of Activity			

2018-2019 Title I Parent Family Engagement Plan

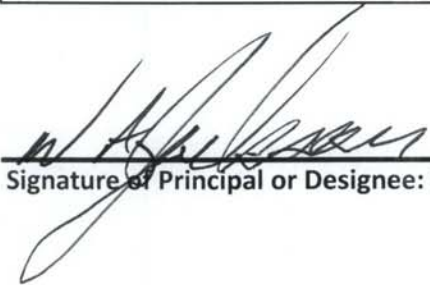
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos	3	75-150
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data	Parents provided training on FLS and EOC requirements; content specific sessions provided with information on grade level proficiency, strategies parents can use at home and assessment methods	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent training on curriculum and assessment	2	75
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas.	Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas.	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expos	3	200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Shared student progression in regards to classwork and assessment data	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
College Readiness	2	75
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Assist with college readiness for seniors and other classes of students working on graduation requirements		
Activities Not Implemented		
none		

CARTER-PARRAMORE ACADEMY

I, Willie A. Jackson, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee: W. A. Jackson

10-4-18

2018-2019 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT

CPA will provide a learning environment that is safe and conducive for learning to develop students for college and/or careers.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

CPA will involve parents in all aspects of its Title I program. The SAC along with all other parents will provide input into the development, implementation and evaluation of the parent family engagement plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings and EXPOs will be held throughout the school year, especially to seek parent involvement and their input regarding how the school invests federal dollars in parents in activities. During the monthly SAC meetings input will be solicited from council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals related to the development of the school improvement plan by the SAC. Parents are also surveyed at least once for Title I and again for 21st century Community Learning Centers for their input an activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

CPA will provide full opportunities for participation in parental involveent activities to all parents, student and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readabiity, traslatability and to make certain all special populations are included., CPA will provide full opportunities for participation in parental involveent activities to all parents, student and community members. Memandums and letters announcing various parental involvement activities will be reviewed for ease of readabiity to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/ELL/migrant offices to blend activities into each all plans to provide appropriate services and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a spanish translator will be provided at all major parent meetings and will be available upon request for other school or teacher parent activities. All Skylert messages will be in English and Spanish, as well as acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. CPA offers parent friendly environment where parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. CPA will collaborate to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can undersstand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

2018-2019 Title I, Part A Parent and Family Engagement Plan

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:		
Parental Involvement and Student Achievement		
Building Capacity to Support Parents' Involvement in School		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity	Impact of Activity	
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings	Improve English Language Arts Achievement	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents, Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Campus Display on M	Title I, Part A- Parent Involvement, IDEA- Federal ESE, Title III, Part A- ELL, Title I, Part C- Migrant Student Education, Title VI- Rural Education Program, Title IX Homeless Student Education, Title II, Part A- Staff Training, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension, To inform parents of ways to assist with phonemic awareness, phonics, vocabulary, fluency, and comprehension; to provide them with the training and the tools to assist their children at home; to provide parents with an understanding of the testing standards and how standards are scored so that they can work with children to reach higher expectations.	
Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Mathematics Standards, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Civics, Understanding the Florida Standards Assessment Student Report	Improve parent involvement program, Improve Parent Participation Rates	Improve by 5%

2018-2019 Title I, Part A Parent and Family Engagement Plan

Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra, To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments	
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity	Impact of Activity	
Provide Information on the Title I Program, DLOPI Training, Training module on building tie between parents and the school, School Advisory Council Meetings	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Director of Federal Programs, School Advisory Council Chair, Assistant Principal	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website	Title I, Part A- Parent Involvement, Title I, Part C- Migrant Student Education, Title III, Part A- ELL, IDEA- Federal ESE, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School		
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.		
Building Capacity Activity	Impact of Activity	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Effective utilization of parent/teacher communication tool(s)*, Understanding the Florida Standards Assessment Student Report, Understanding i-Ready Diagnostic Report, Understanding STAR diagnostic, Parent Teacher Expos, Provide other resources that eliminate barriers to greater participation, Enhance Parent Resource Center at School, School Advisory Council Meetings	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent	All Parents, Teachers, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference, Data Chat meetings		
Communication Tools	Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email	Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity	Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)	To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School		
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
Building Capacity Activity	Impact of Activity	
Understanding i-Ready Diagnostic Report, Understanding Report Cards, Understanding STAR diagnostic, Understanding the Florida Standards Assessment Student Report, DLOPI Training, Training module on parent value and contributions	Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor	All Parents	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent / Teacher Conference, Staff Training		
Communication Tools	Coordination with:	
Flyer or Invitation	Title I, Part A- Parent Involvement, 21st CCLC	
Evidence of Activity	Reason for Activity	
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)	To ensure all parents understand how to improve their child(ren) academic performance	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Building Capacity to Support Parents' Involvement in School		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team	Teachers, School Administrators, Specialized Instructional Support Personnel	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools	Coordination with:	
Flyer or Invitation, Email	Title II, Part A- Staff Training	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To ensure all teachers know how to effectively communicate and work with parents and colleagues	
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity	Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions	Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant	Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools	Coordination with:	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Flyer or Invitation, School or District Website, Email		Title II, Part A- Staff Training	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda		To improve ties between home and school , To improve communication between home and school	
Building Capacity to Support Parents' Involvement in School			
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.			
Building Capacity Activity		Impact of Activity	
Training module on building tie between parents and the school		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Staff Training, Online Self-guided Training, Professional Learning Community			
Communication Tools		Coordination with:	
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve ties between home and school	
Building Capacity to Support Parents' Involvement in School			
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.			
Building Capacity Activity		Impact of Activity	
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal		All Parents, Specialized Instructional Support Personnel	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website		Title I, Part A- Parent Involvement	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets		To increase parent participation at school-level meetings	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Building Capacity to Support Parents' Involvement in School		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity	Impact of Activity	
Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team	All Stakeholders, Community Members	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo, Parent Expo/Parent Conference Nights	3	30-50
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data	Shared student progression in regards to classwork and assessment data	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Educational Fairs - Bring your Parent to School Days	2	30-50
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to	Shared content specific strategies to increase parents' knowledge of standards	

2018-2019 Title I, Part A Parent and Family Engagement Plan

classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	assessed in various core subject areas	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
motivational assemblies	2	75-125
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Parents are invited to participate in activities and events organized by school to recognize and reward students for academic accomplishments	Shared student progression in regards to classwork and assessment data	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Community Meetings and Health Fairs	3	30-50
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Parents are urged to participate in informational meetings, fairs, programs throughout the year to educate, train, and provide services to families to bridge the gap between home and school	Shared strategies that helped to bridge the gap between home and school and led to improvements in academic achievement	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Anti-bullying program implemented	2	30-50
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
parents are invited to understand the issue of bullying and what they can do to help reduce the behavior	reduced incidents of bullying	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Assist with non-English speaking parents to participate	2	10-20
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Improve communications with non-English speaking parents	hired a bi-lingual paraprofessional to assist with translations during meetings and at the parent resource center	
Activities Not Implemented		
none		

Crossroad Academy

I, Roger P. Milton, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited., I, Kevin Forehand, do hereby certify that all facts, figures, and representations made in this application are

ASSURANCES

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101(39), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1116(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1116 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2) [Section 1116(c)(3)];
- Conduct an evaluation of previous year's parent and family engagement and use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1116(a)(2)(D) and (a)(2)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1116(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1112(e)(1)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1112(e)(1)(B)(ii)];
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section 1112(e)(1)(A)]; and
- Provide each parent, at the beginning of the school year, the right to request information regarding any State, or District policy, procedure, or parental right to opt the child out of such assessment.



Signature of Principal or Designee

11/5/18
Date Signed

2018-2019 Title I, Part A Parent and Family Engagement Plan

MISSION STATEMENT

Crossroad Academy Charter School believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement in the school's educational planning and operations. This policy seeks to strengthen the partnership among all our parents/guardians, staff, school, the community and the board of Directors by providing for parents' involvement in decision making as members of the school-based planning teams, local parent groups, and county-wide committees. Developing training programs that help the individual parent support their child at home will further strengthen this partnership.

INVOLVEMENT OF PARENTS

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1116(b)(1), 1116(c)(3), and 1114(b)(2)]

Crossroad Academy will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. The meeting will also inform them of school and district grades, curriculum, school choice, and other assistances their child will receive by virtue of being in a Title I school-wide program. Other parent meetings will be held throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During the School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I for their input on activities and expenditures for those activities that support the PFEP and their children.

ACCESSIBILITY

Describe how the school will provide opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school shares information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1116(e)(5) and 1116(f)].

2018-2019 Title I, Part A Parent and Family Engagement Plan

Crossroad Academy provides full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities are reviewed for ease of readability, translatability and to make certain all special populations are included. Accommodations are provided during parent activities for special populations. There is close coordination between the school and the ESOL/EL/Migrant offices to provide appropriate services and to ensure connections to service providers are made available to parents upon identified need. Spanish translators are provided at all parent meetings and are available upon request for any other parent activities. All Skylert messages are in English and Spanish and any acronyms in written correspondence are identified and explained. Spanish translations are provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. Crossroad is a school and parent friendly facility. Parents are provided information during Open House regarding the availability of parent involvement opportunities and resources. Crossroad Academy collaborates to make sure every opportunity is given to all families for participation in parent involvement activities and to have access to important resources in a language parents can understand.

CURRENT YEAR FOCUS BASED ON PARENT INPUT

Based on SAC input and review of parent surveys, the following will be addressed through processes and activities:

Parental Involvement and Student Achievement

Building Capacity to Support Parents' Involvement in School

1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.

Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Florida Standards Assessment- English Language Arts, Understanding the Florida Standards Assessment Student Report, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions, School Advisory Council Meetings		Improve English Language Arts Achievement	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Title I Annual Meeting, School Advisory Council Meeting, Parent / Teacher Conference			
Communication Tools		Coordination with:	
Skylert, School or District Website, Flyer or Invitation, Campus Display on M		Title I, Part A- Parent Involvement, Title II, Part A- Staff Training, Title III, Part A- ELL, Title IX Homeless Student Education, State Voluntary Pre-K, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used		CRA believes involving parents in all aspects of its educational program so they can assist the school in helping ensure all student succeed academically.	

2018-2019 Title I, Part A Parent and Family Engagement Plan

Building Capacity to Support Parents' Involvement in School		
2. Shall provide assistance to parents of children served to understand State and local assessments.		
Building Capacity Activity	Impact of Activity	
Florida Standards Assessment- English Language Arts, Florida Standards Assessment- Mathematics Grades 3-8, i-Ready Diagnostic- English Language Arts, End of Course Exam- Algebra 1, Florida Standards Assessment- 5th Grade Science, Florida Standards Assessment- 8th Grade Science, End of Course Exam- Biology, Understanding the Florida Standards Assessment Student Report, Parent Teacher Expos, School Advisory Council Meetings, Effective utilization of parent/teacher communication tool(s)*	Improve parent involvement program, Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Principal, Assistant Principal, Teacher, Resource Teacher	All Parents, Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	
Second Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Title I Annual Meeting, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement, Title IX Homeless Student Education, Title III, Part A- ELL, State Voluntary Pre-K, IDEA- Federal ESE	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts	To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra, To inform parents of ways to assist with ELA, mathematics, science, civics, biology, and algebra in preparation for standardized assessments	
3. Shall provide assistance to parents of children served to understand the requirements of Title I.		
Building Capacity Activity	Impact of Activity	
Provide Information on the Title I Program, Training module on parent value and contributions, Provide other resources that eliminate barriers to greater participation	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Assistant Principal, Guidance Counselor, School Advisory Council Chair, Teacher	All Stakeholders	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Title I Annual Meeting, Online Self-guided Training, Parent / Teacher Conference, School Advisory Council Meeting		

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Communication Tools		Coordination with:	
Skylert, Flyer or Invitation, Campus Display on Marquee, School or District Website		Title I, Part A- Parent Involvement, Title III, Part A- ELL, Title IX Homeless Student Education, IDEA- Federal ESE, State Voluntary Pre-K	
Evidence of Activity		Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets, Meeting Minutes, Meeting/Training Handouts		To provide parents with awareness and knowledge of the Title I program so that they are better able to assist their children, understand the qualifications of the staff and be fully aware of test results for the district and the school.	
Building Capacity to Support Parents' Involvement in School			
4. Shall provide assistance to parents of children served to understand how to monitor child's progress.			
Building Capacity Activity		Impact of Activity	
English Language Arts Standards, Mathematics Standards, i-Ready Diagnostic- English Language Arts, Provide information on Parent Engagement and Educational Programs		Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Principal, Assistant Principal, Guidance Counselor, Teacher, Resource Teacher, Parent		All Parents, Teachers	
Timeline of Activity			
Calendar Timeframe		Time of Day	
Second Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			
Parent Training, Parent / Teacher Conference, Data Chat meetings			
Communication Tools		Coordination with:	
Flyer or Invitation, Backpack, Skylert, Email		Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE	
Evidence of Activity		Reason for Activity	
Copies of Communication Tool Used, Parent/Teacher Conference Completed Forms (Sampling)		To improve student achievement in academic areas	
Building Capacity to Support Parents' Involvement in School			
5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.			
Building Capacity Activity		Impact of Activity	
Florida Standards Assessment- English Language Arts, Mathematics Standards, Understanding the Florida Standards Assessment Student Report, Curriculum nights, Training module on parent value and contributions		Improve English Language Arts Achievement, Improve Mathematics Achievement	Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content	
Teacher, Parent Services Team, Guidance Counselor		All Parents	
Timeline of Activity			
Calendar Timeframe		Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter		Morning (7:00am-10:30am), Day (11:00am-2:00pm), Afternoon (3:00pm-6:00pm)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY			

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Parent / Teacher Conference, Staff Training		
Communication Tools	Coordination with:	
Flyer or Invitation	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA- Federal ESE, State Voluntary Pre-K	
Evidence of Activity	Reason for Activity	
Meeting Minutes, Parent/Teacher Conference Completed Forms (Sampling)	To ensure all parents understand how to improve their child(ren) academic performance	
Building Capacity to Support Parents' Involvement in School		
6. Shall provide training to teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents in the value and utility of contributions of parents, or how to reach out to, communicate with, and work with parents as equal partners, or building ties between parents and the school.		
Building Capacity Activity	Impact of Activity	
Provide information on Parent Engagement and Educational Programs, Conducting an effective parent/teacher conference, Training module on communicating with parents or diverse populations	Improve Parent Participation Rates	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Consultant, Professional Learning Team, Parent Services Team	Teachers, Professional Learning Team, Other Staff	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools	Coordination with:	
Flyer or Invitation, Email	Title II, Part A- Staff Training	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting Minutes, Meeting/Training Handouts, Copies of Communication Tool Used	To ensure all teachers know how to effectively communicate and work with parents and colleagues	
Building Capacity to Support Parents' Involvement in School		
7. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in how to reach out to, communicate with, and work with parents as equal partners.		
Building Capacity Activity	Impact of Activity	
Training module on communicating with parents or diverse populations, Training developed in collaboration with parents to support parent involvement, Provide information on Parent Engagement and Educational Programs, Training module on parent value and contributions	Improve parent satisfaction	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Guidance Counselor, Professional Learning Team, Consultant	Teachers	
Timeline of Activity		
Calendar Timeframe	Time of Day	

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First Quarter, Second Quarter	Afternoon (3:00pm-6:00pm), Day (11:00am-2:00pm), Evening (6:00pm-8:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training		
Communication Tools		Coordination with:
Flyer or Invitation, School or District Website, Email		Title II, Part A- Staff Training
Evidence of Activity		Reason for Activity
Meeting/Training Sign-in Sheets, Copies of Communication Tool Used, Meeting/Training Agenda		To improve ties between home and school , To improve communication between home and school
Building Capacity to Support Parents' Involvement in School		
8. Shall provide training to teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents in building ties between parents and the school.		
Building Capacity Activity		Impact of Activity
Training module on building tie between parents and the school		Improve Parent Participation Rates, Improve parent involvement program
		Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Guidance Counselor, Professional Learning Team, Parent Services Team		Teachers, School Administrators, Other Staff
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Second Quarter		Afternoon (3:00pm-6:00pm), Evening (6:00pm-8:00pm)
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Staff Training, Online Self-guided Training, Professional Learning Community		
Communication Tools		Coordination with:
Flyer or Invitation, Email		Title II, Part A- Staff Training, Title I, Part A- Parent Involvement
Evidence of Activity		Reason for Activity
Meeting/Training Sign-in Sheets, Meeting/Training Agenda		To improve ties between home and school
Building Capacity to Support Parents' Involvement in School		
9. May pay reasonable and necessary expenses associated with local parental involvement activities to enable parents to participate in school-related meetings and training sessions.		
Building Capacity Activity		Impact of Activity
Provide other resources that eliminate barriers to greater participation, Provide childcare at activity to eliminate barriers to greater participation		Improve Parent Participation Rates, Improve parent satisfaction, Improve parent involvement program
		Improve by 5%
Person(s) Delivering Content		Person(s) Receiving Content
Principal		All Parents
Timeline of Activity		
Calendar Timeframe		Time of Day
First Quarter, Third Quarter		Evening (6:00pm-8:00pm), Afternoon (3:00pm-6:00pm), Weekend (9 a.m. - noon)

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METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, Parent / Teacher Conference		
Communication Tools	Coordination with:	
Campus Display on Marquee, Skylert, Flyer or Invitation, School or District Website	Title I, Part A- Parent Involvement, Title III, Part A- ELL, IDEA-Federal ESE	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To increase parent participation at school-level meetings	
Building Capacity to Support Parents' Involvement in School		
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I Parent Involvement.		
Building Capacity Activity	Impact of Activity	
Provide information on Parent Engagement and Educational Programs	Improve knowledge of the Title I Program	Improve by 5%
Person(s) Delivering Content	Person(s) Receiving Content	
Director of Federal Programs, Director of Elementary Education, Director of Secondary Education, Parent Services Team	All Stakeholders, Community Members	
Timeline of Activity		
Calendar Timeframe	Time of Day	
First Quarter, Second Quarter, Third Quarter, Fourth Quarter	Evening (6:00pm-8:00pm), Day (11:00am-2:00pm), Weekend (9 a.m. - noon)	
METHOD(S) TO DELIVER CONTENT OF ACTIVITY		
Parent Training, School Advisory Council Meeting		
Communication Tools	Coordination with:	
Skylert, School or District Website, Flyer or Invitation	Title I, Part A- Parent Involvement	
Evidence of Activity	Reason for Activity	
Meeting/Training Agenda, Meeting/Training Sign-in Sheets	To improve parent relations with the school district	
EVALUATION OF PREVIOUS YEAR'S IMPLEMENTATION		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 4. Shall provide assistance to parents of children served to understand how to monitor child's progress., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Back to school Events	4	200
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to	Parents were informed on the changes in standards and curriculum for the	

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classwork and assessment data	school year and how to best help their students at home. The faith-based community informed parents on after school programs and tutoring services offered at their churches. Research has shown that when parents and community join forces, student academics is positively affected.	
BUILDING CAPACITY ADDRESSED		
1. Shall provide assistance to parents of children served to understand State academic standards., 2. Shall provide assistance to parents of children served to understand State and local assessments., 5. Shall provide assistance to parents of children served to understand how to improve their child's achievement.		
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Building Ties between home and School	4	30
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Staff participated in parent -communication professional development; This activity including role playing and how to handle parent-teacher conferences. When parents and teachers foster positive relationships, students benefit from the support of both stakeholders.	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent involvement training	4	30
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Staff were trained on a variety of ways to involve parents in their child's education	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Curriculum Expectations	2	50-100
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Informed parents of school curriculum expectations	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Expo	4	100-150
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Informed parents of student progress	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Partner Program	2	50-100

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ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared student progression in regards to classwork and assessment data, Shared content specific strategies to increase parents' knowledge of standards assessed in various core subject areas	Students will gain assistance from parents which will impact their achievement	
ACTIVITY	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
Parent Volunteer/Conference	4	100-150
ESTABLISHED GOAL	ACTUAL OUTCOME(S)	
Shared strategies for working with children at home; shared awareness of standards and how to maximize performance	Parents are made aware of their child's academic progress so that they will be able to continuously monitor progress to ensure academic success	
Activities Not Implemented		
none		