AGENDA

REGULAR SCHOOL BOARD MEETING

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

November 19, 2013

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 22, 2013, 4:30 p.m. – School Board Workshop

   b. October 22, 2013, 6:00 p.m. – Regular School Board Meeting

   c. October 29, 2013, 6:00 p.m. – Student Hearing

   d. October 29, 2013, 7:00 p.m. – Student Hearing

   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 2013 – 2014

   ACTION REQUESTED: The Superintendent recommends approval.

   b. 2013- 2014 District Organizational Chart – **SEE PAGE #7**

   ACTION REQUESTED; The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

a. Budget Amendment Number Two – **SEE PAGE #25**

Fund Source: 420 Federal Funds
Amount: Net $39,142.44

ACTION REQUESTED: The Superintendent recommends approval.

b. Budget Amendment Number Three – **SEE PAGE #47**

Fund Source: 420 Federal Funds
Amount: Net $3,083,823.10

ACTION REQUESTED: The Superintendent recommends approval.

c. Program Cost Report for 2012 – 2013 – **SEE PAGE #58**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

a. Purchase Order for Copier **- SEE PAGE #59**

Fund Source: Federal Projects 420 Fund – Head Start
Amount: $2,855.88

ACTION REQUESTED: The Superintendent recommends approval.

b. Purchase Orders from General Fund **- SEE PAGE #61**

Fund Source: General Fund
Amount: $19,884.93

ACTION REQUESTED: The Superintendent recommends approval.

c. Federal Programs Purchase Orders – **SEE PAGE #65**

Fund Source: Title I
Amount: $131,998.00

ACTION REQUESTED: The Superintendent recommends approval.

d. Purchase Orders for School Food Service Program – **SEE PAGE #74**

Fund Source: School Food Service Fund 410
Amount: $28,449.41

ACTION REQUESTED: The Superintendent recommends approval.

e. Purchase Order for Maintenance – **SEE PAGE #79**

Fund Source: General Fund
Amount: $14,949.77

ACTION REQUESTED: The Superintendent recommends approval.

f. Purchase Order for Custodial Supplies - **SEE PAGE #88**

Fund Source: General Fund
Amount: $11,820.00

ACTION REQUESTED: The Superintendent recommends approval.

g. Capital Outlay Purchase Orders – **SEE PAGE #93**

Fund Source: Capital Improvements Fund
Amount: $33,207.11

ACTION REQUESTED: The Superintendent recommends approval.

h. Letter Purchase Orders for Services Pursuant to Agreement No. DESF 030928 – PAEC - **SEE PAGE #100**

Fund Source: General Fund
Amount: $133,717.36

ACTION REQUESTED: The Superintendent recommends approval.

i. Participation in Panhandle Area Educational Consortium – **SEE PAGE #104**

Fund Source: General Fund
Amount: $14,102.68

ACTION REQUESTED: The Superintendent recommends approval.

j. For School Board Approval to Pay Brooks Air Systems for Monthly Comprehensive HVAC Maintenance – **SEE PAGE #108**

Fund Source: 110
Amount: $28,048.00

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS – **SEE ATTACHMENT**

a. Student Expulsion – See back-up material

Case #21-1314-0211

ACTION REQUESTED: The Superintendent recommends approval.

b. Student Expulsion – See back-up material

Case #22-1314-9106

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

a. Redevelopment of the Professional Development System 2013 – 2014 and Beyond – **SEE PAGE #110**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

b. 2013 – 2014 School Advisory Committee (SAC) Rosters – **SEE PAGE #224**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

c. School Improvement Plans for Crossroad Academy, Carter Parramore Academy, Chattahoochee Elementary, East Gadsden High, Gadsden Elementary Magnet, George Munroe Elementary, Greensboro Elementary, Gretna Elementary, Havana Elementary, Havana Middle, James A. Shanks Middle, St. John Elementary, Stewart Street Elementary, and West Gadsden High – **SEE PAGE #244**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12. SCHOOL BOARD REQUESTS AND CONCERNS

13. ADJOURNMENT

The School Board of Gadsden County

Reginald C. James
SUPERINTENDENT
OF SCHOOLS

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

"Building A Brighter Future"

November 19, 2013

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 2013/2014

The following reflects the total number of full-time employees in this school district for the 2013/2014 school term, as of November 19, 2013.

Description Per DOE Classification	DOE Object#	#Employees November 2013
Classroom Teachers and Other Certified	120 & 130	461.00
Administrators	110	50.00
Non-Instructional	150, 160, & 170	400.00
		911.00

Sincerely,

Reginald C. James
Superintendent of Schools

Audrey Lewis
DISTRICT NO. 1
HAVANA, FL 32333
MIDWAY, FL 32343

Judge B. Helms, Jr.
DISTRICT NO. 2
QUINCY, FL 32351
HAVANA, FL 32333

Isaac Simmons, Jr.
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

Charlie D. Frost
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

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

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2013/2014

INSTRUCTIONAL

Annual

Name	Location	Position	Effective Date
Luckey, Anthony	GEMS	Teacher	10/28/2013
Reseau, Pascale (Part Time)	WGHS	Teacher	10/21/2013

NON-INSTRUCTIONAL

Annual

Name	Location	Position	Effective Date
Ferree, Kimberly	District	Asst. Supt/Business &Finance	11/01/2013

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

LEAVE

Name	Location/Position	Beginning	Ending
Betton, Gary	Transportation/Bus Driver	10/21/2013	01/06/2014
Redding, Sylvia	SSES/Teacher	11/04/2013	12/28/2013
Robinson, Mimi	Transportation/Bus Driver	10/01/2013	12/01/2013

RETIREMENTS

Name	Location	Position	Effective Date
Pinson, Margaret	GWM	Teacher	12/31/2013

RESIGNATIONS

Name	Location	Position	Effective Date
Isaac, Mack	Transportation	Bus Aide	11/06/2013

OUT OF FIELD

Name	Location	Out of Field Area
Cummings, Christina	SJES	Elementary Ed
Hunt, Michael	EGHS	PE
Shaw-Robinson, Antonita	GWM	Media Specialist
Taylor, Michelle	WGHS	Media Specialist

Substitutes

Teacher	SFS
Baxter, Lakacha	Isaac, Mack
Brown, Micah	
Enzor, Shariah	
Foster, Ruth	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6b

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEM: 2013-2014 District Organizational Chart

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Review and approval of the proposed 2013-2014 Organizational Chart is requested.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rosalyn W. Smith

POSITION: Deputy Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

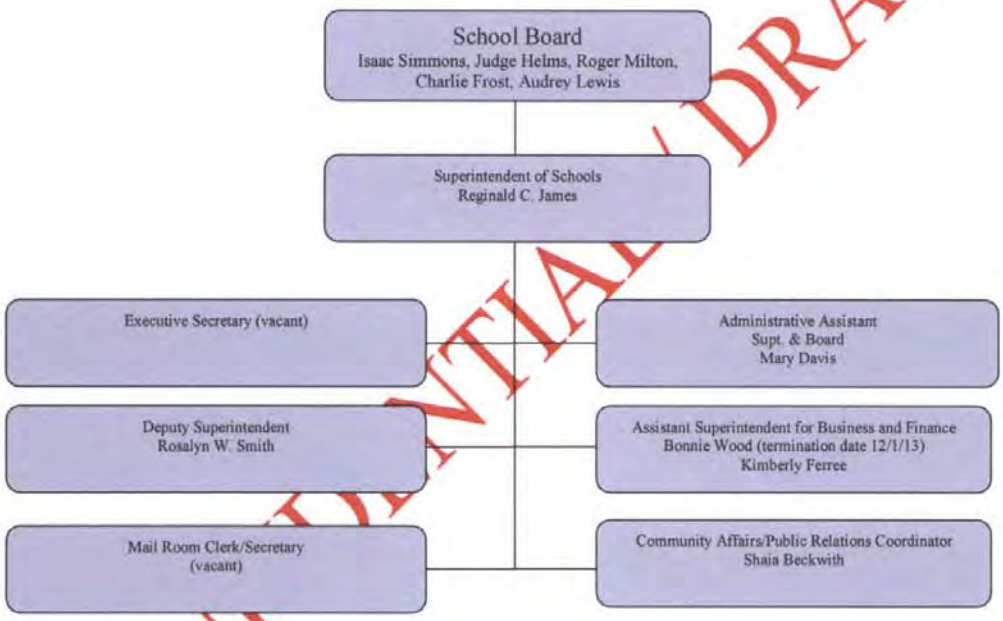
SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

CONFIDENTIAL / DRAFT

Gadsden County School Board
Organizational Chart



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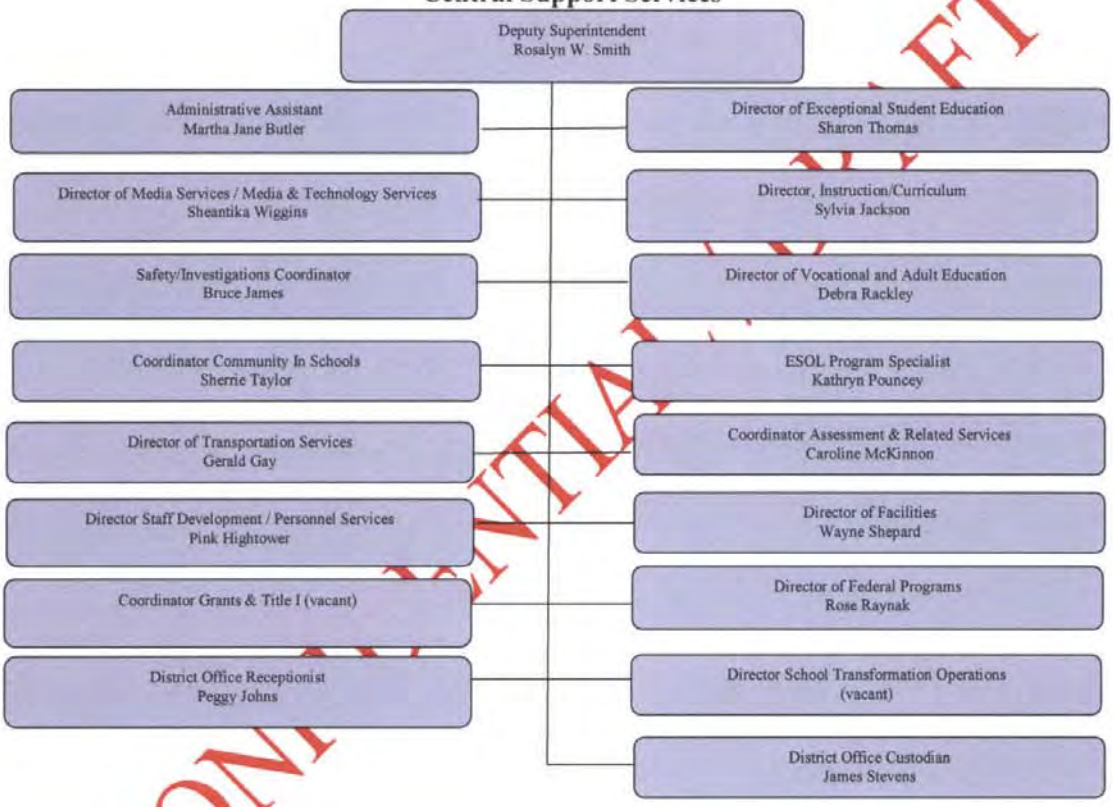
Central Support Services



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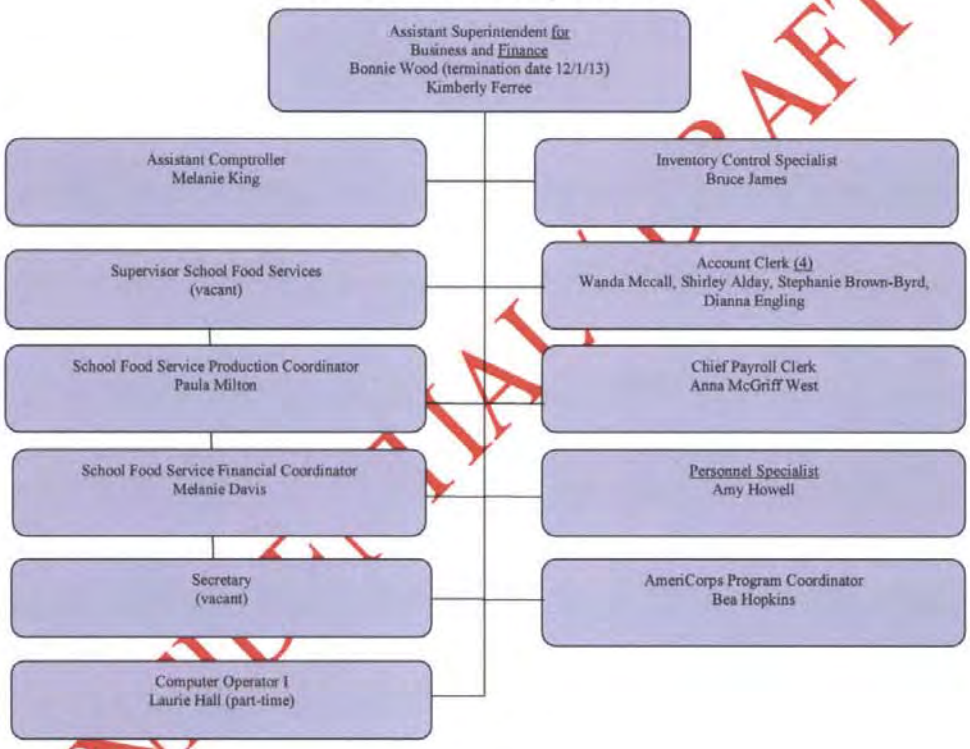
Business Services Department



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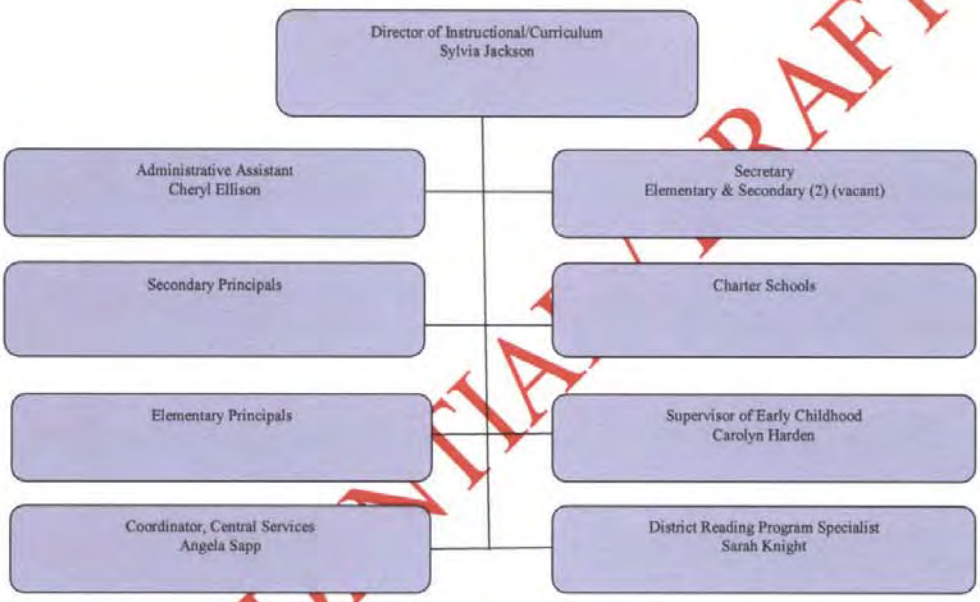
Instructional Services



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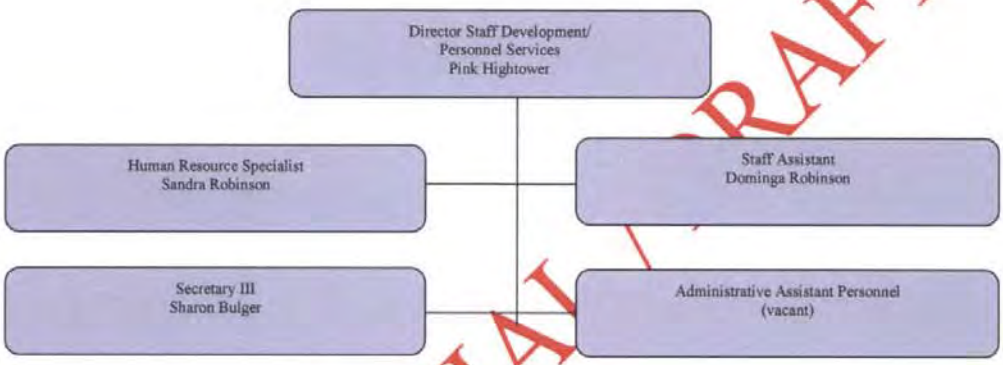
Human Resources Department



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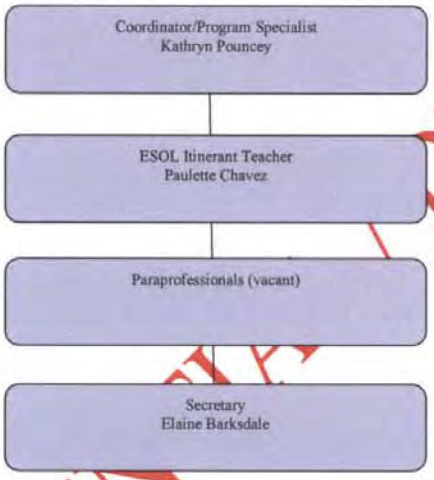
ESOL Program



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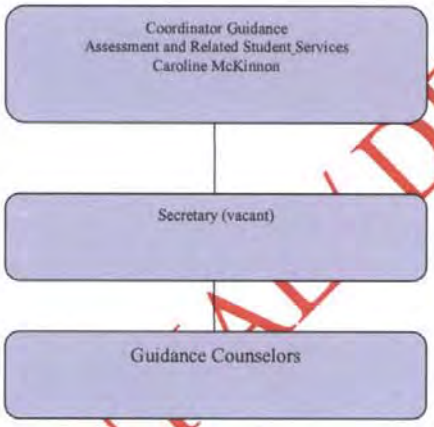
Assessment and Guidance Services



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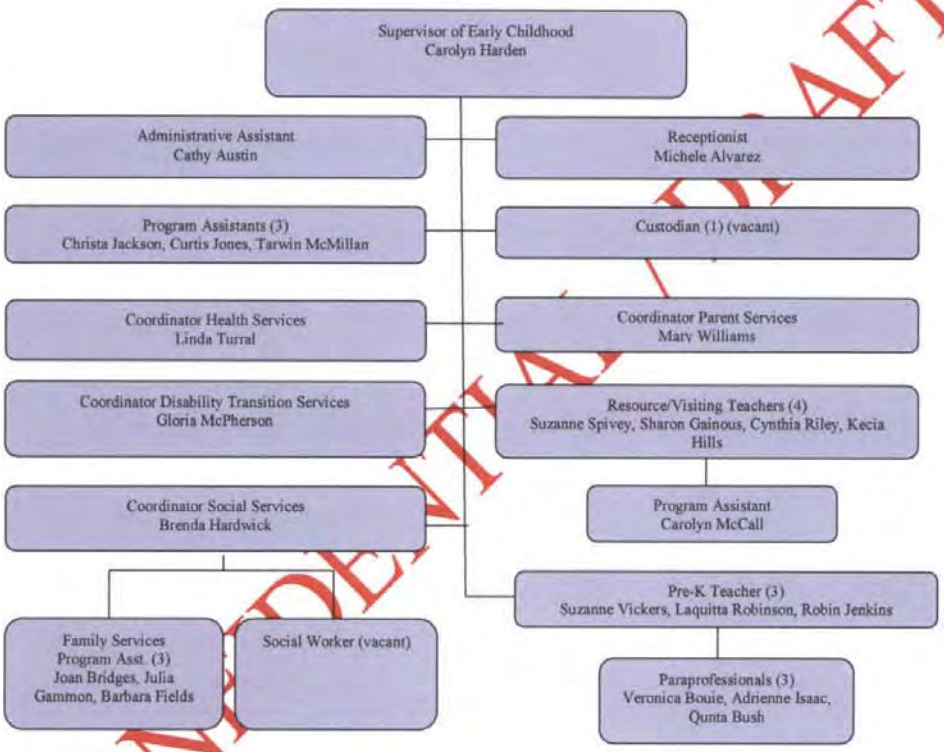
Pre-Kindergarten Services



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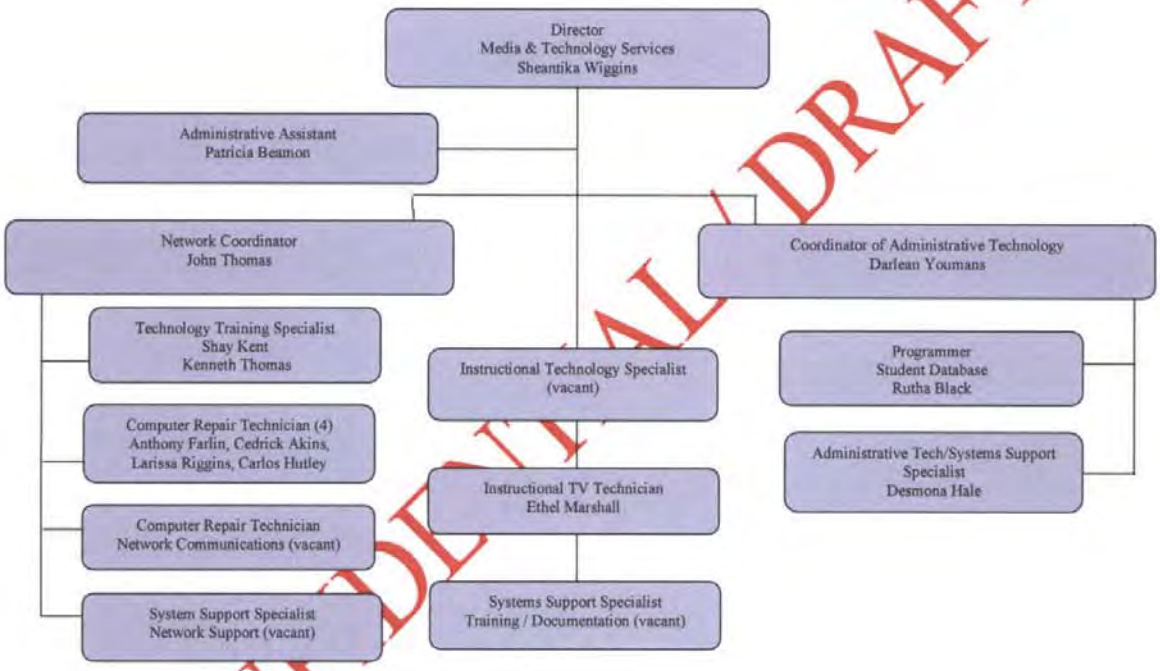
Instructional Materials and Media/Technology Services

(Instructional Technology & Information Technology Services)



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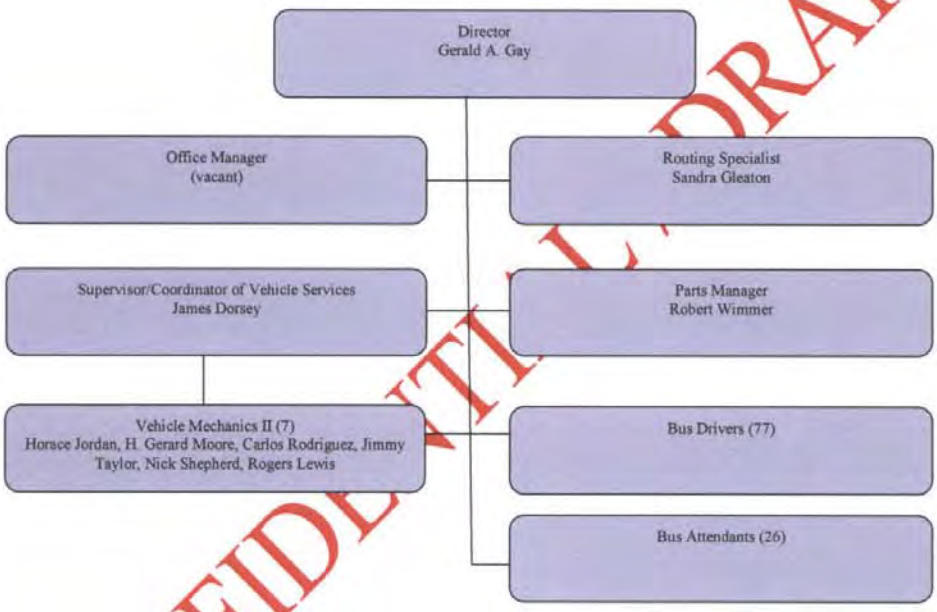
Transportation Director



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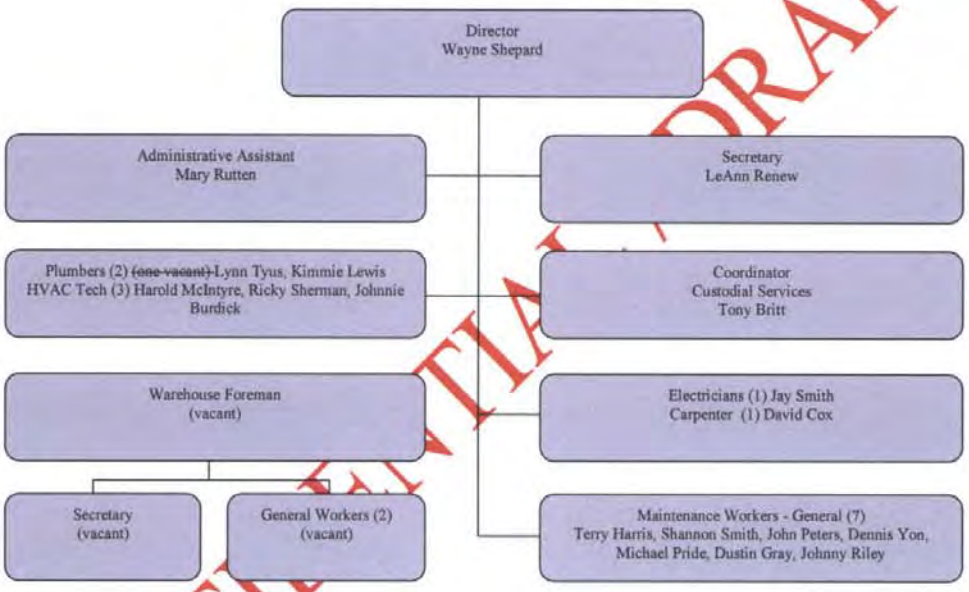
Facilities Department



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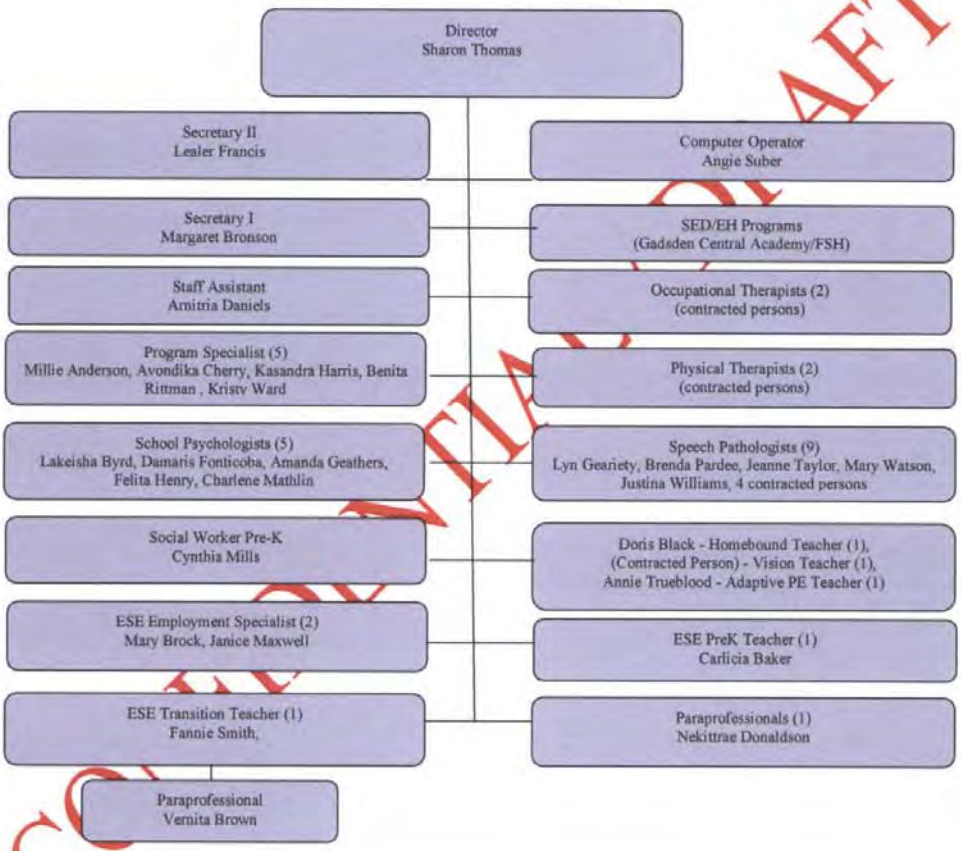
Exceptional Student Services Department



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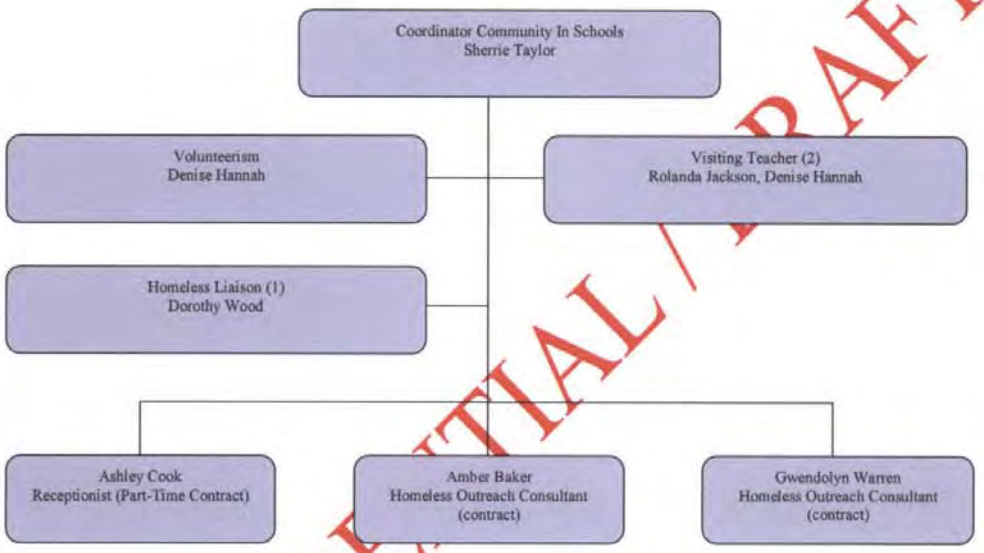
Parent and Community Services



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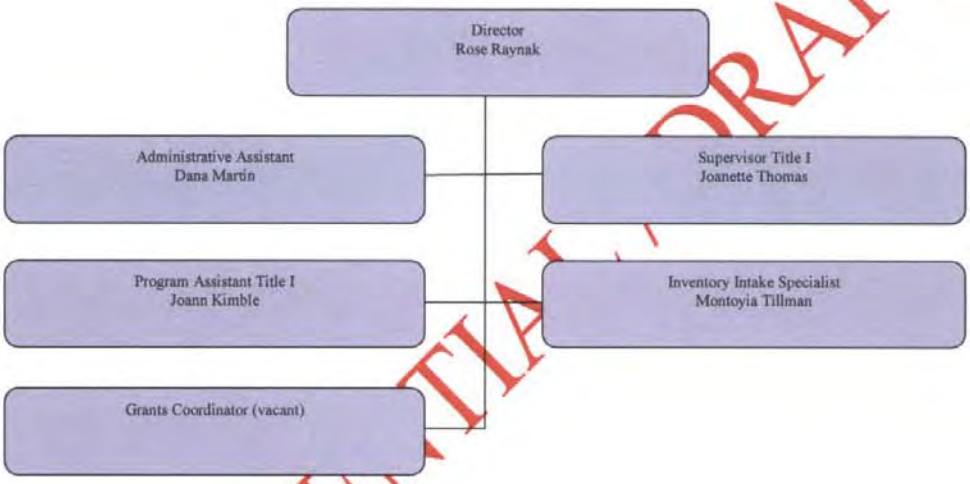
Federal Programs



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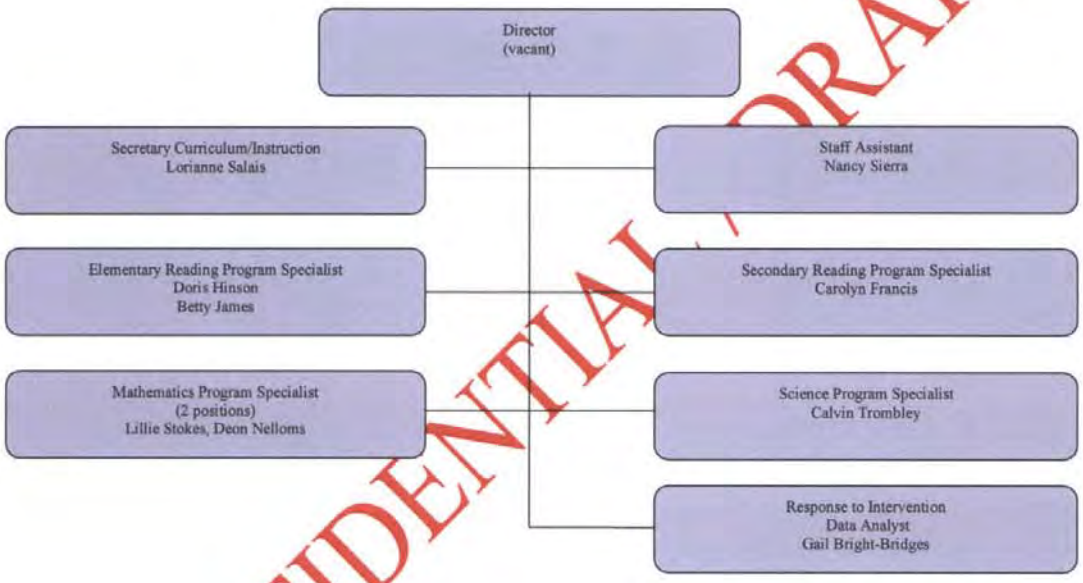
School Transformation Operations



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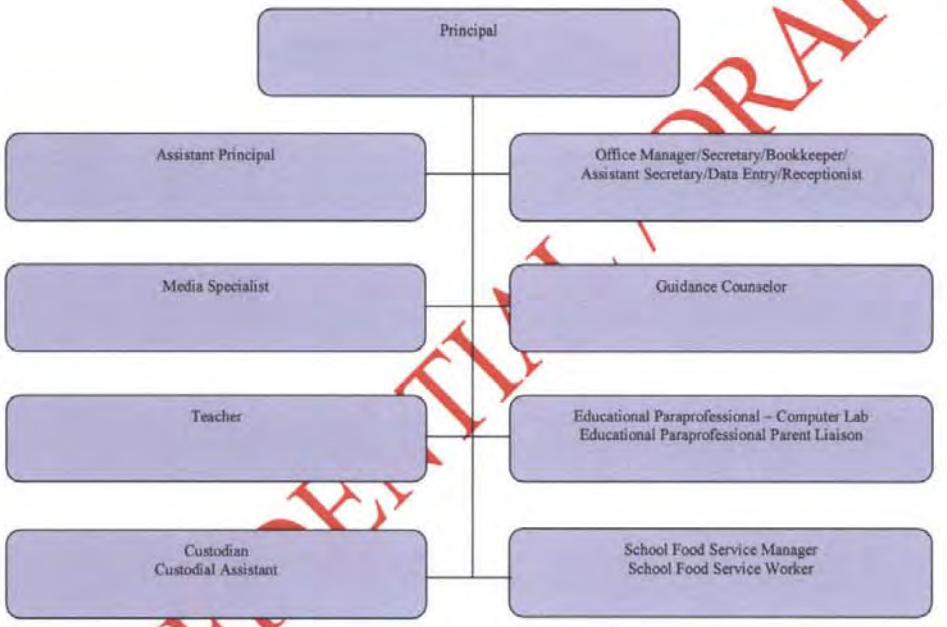
School Level Organization

(Positions and numbers allocated will vary depending upon school level and enrollment)



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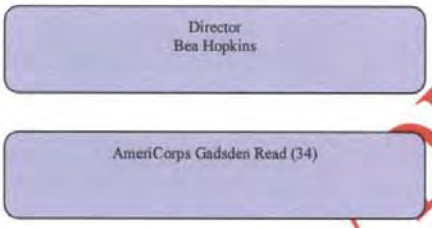
AMERICORPS



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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Budget Amendment Number Two

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for this budget amendment that establishes budget for 21st Century grant (EGHS/Greensboro Elementary) $342,528.00 and 21Century grant (Havana Elementary/GWM) per approved DOE grant awards. It also zeros out the balance on Title I (12-13) where we have received the audited FA399.

FUND SOURCE: 420 (Federal) Fund

AMOUNT: Net $ 39,142.44

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

Gadsden County School Board
420 (Federal) Fund Estimated Revenue
Budget Amendment Number
Two

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 10/2/2013	BUDGET AMENDMENT NUMBER TWO	ENDING ESTIMATED REVENUE 10/23/2013
199	$ 701,571.83	$ -	$ 701,571.83
201	$ 170,542.60	$ -	$ 170,542.60
225	$ 545,787.00	$ -	$ 545,787.00
226	$ 50,468.99	$ -	$ 50,468.99
230	$ 2,160,929.82	$ -	$ 2,160,929.82
240	$ 2,767,713.34	$ (477,276.56)	$ 2,290,436.78
251	$ -	$ -	$ -
270	$ -	$ -	$ -
290	$ 194,491.35	$ 516,419.00	$ 710,910.35
299	$ -	$ -	$ -
TOTALS	**$ 6,591,504.93**	**$ 39,142.44**	**$ 6,630,647.37**

Gadsden County School Board
420 (Federal) Fund Appropriations
Two

420 FUND / FUNCTION/ OBJECT		BUDGET BALANCE 10/2/2013	BUDGET AMENDMENT NUMBER TWO	BUDGET BALANCE 10/23/2013
5100	100	$ 191,253.21	$ (32,255.02)	$ 158,998.19
	200	$ 54,336.29	$ (36,707.49)	$ 17,628.80
	300	$ 142,383.16	$ 67,704.77	$ 210,087.93
	500	$ 182,293.97	$ (139,375.38)	$ 42,918.59
	600	$ 87,883.73	$ (82,042.91)	$ 5,840.82
	700	$ -	$ 493.00	$ 493.00
FUNCTOTAL		**$ 658,150.36**	$ (222,183.03)	**$ 435,967.33**
5200	100	$ 588,006.55	$ 2,369.43	$ 590,375.98
	200	$ 172,461.85	$ 334.57	$ 172,796.42
	300	$ 260,506.88	$ -	$ 260,506.88
	500	$ 32,916.01	$ -	$ 32,916.01
	600	$ 76,863.62	$ -	$ 76,863.62
	700	$ 2,000.00	$ -	$ 2,000.00
FUNCTOTAL		**$ 1,132,754.91**	$ 2,704.00	**$ 1,135,458.91**
5300	100	$ -	$ -	$ -
	200	$ -	$ -	$ -
	300	$ 5,299.71	$ 2,961.31	$ 8,261.02
	500	$ 23,332.97	$ 602.71	$ 23,935.68
	600	$ 33,131.45	$ (1,415.53)	$ 31,715.92
	700	$ 19,539.27	$ (1,888.00)	$ 17,651.27
FUNCTOTAL		**$ 81,303.40**	$ 260.49	**$ 81,563.89**
5400	100	$ -	$ -	$ -
	200	$ -	$ -	$ -
	300	$ -	$ -	$ -
	500	$ -	$ -	$ -
	600	$ -	$ -	$ -
	700	$ -	$ -	$ -
FUNCTOTAL		**$ -**	$ -	**$ -**
5500	100	$ 218,876.57	$ 23,910.60	$ 242,787.17
	200	$ 64,204.11	$ 4,361.37	$ 68,565.48
	300	$ 5,776.93	$ 247.50	$ 6,024.43
	500	$ 79,017.80	$ (432.96)	$ 78,584.84
	600	$ 4,908.02	$ -	$ 4,908.02
	700	$ -	$ -	$ -
FUNCTOTAL		**$ 372,783.43**	$ 28,086.51	**$ 400,869.94**

Gadsden County School Board
420 (Federal) Fund Appropriations
Two

5900	100	$	51,804.62	$	171,344.00	$	223,148.62
	200	$	17,248.83	$	30,456.00	$	47,704.83
	300	$	8,718.56	$	51,675.67	$	60,394.23
	500	$	2,985.94	$	15,483.00	$	18,468.94
	600	$	-	$	-	$	-
FUNCTOTAL		**$**	**80,757.95**	**$**	**268,958.67**	**$**	**349,716.62**
6100	100	$	468,646.60	$	(7,388.44)	$	461,258.16
	200	$	116,490.65	$	(8,378.09)	$	108,112.56
	300	$	153,207.16	$	(78,079.63)	$	75,127.53
	500	$	50,708.39	$	(11,243.52)	$	39,464.87
	600	$	3,406.61	$	3,018.08	$	6,424.69
	700	$	2,070.00	$	1,415.15	$	3,485.15
	900	$	-	$	-	$	-
FUNCTOTAL		**$**	**794,529.41**	$	(100,656.45)	**$**	**693,872.96**
6200	100	$	638.80	$	1,361.20	$	2,000.00
	200	$	-	$	186.78	$	186.78
	300	$	33,040.00	$	(20,040.00)	$	13,000.00
	500	$	-	$	-	$	-
	600	$	71,000.00	$	(71,000.00)	$	-
	700	$	-	$	-	$	-
FUNCTOTAL		**$**	**104,678.80**	$	(89,492.02)	**$**	**15,186.78**
6300	100	$	588,488.52	$	67,313.13	$	655,801.65
	200	$	134,380.04	$	16,292.22	$	150,672.26
	300	$	87,448.27	$	(1,780.15)	$	85,668.12
	400	$	-	$	-	$	-
	500	$	1,786.68	$	(4,993.21)	$	(3,206.53)
	600	$	-	$	7,231.94	$	7,231.94
	700	$	-	$	17,672.53	$	17,672.53
FUNCTOTAL		**$**	**812,103.51**	$	101,736.46	**$**	**913,839.97**
6400	100	$	1,226,810.10	$	(317,947.08)	$	908,863.02
	200	$	305,528.12	$	(44,351.47)	$	261,176.65
	300	$	27,560.20	$	185,066.38	$	212,626.58
	400	$	-	$	-	$	-
	500	$	80,840.82	$	(27,230.92)	$	53,609.90
	600	$	-	$	1,500.00	$	1,500.00
	700	$	(6,454.56)	$	(5,183.12)	$	(11,637.68)
FUNCTOTAL		**$**	**1,634,284.68**	$	(208,146.21)	**$**	**1,426,138.47**

Gadsden County School Board
420 (Federal) Fund Appropriations
Two

6500	100	$	84,088.16	$	(1,588.16)	$	82,500.00
	200	$	26,511.22	$	(5,196.56)	$	21,314.66
	300	$	24,609.00	$	(10,120.00)	$	14,489.00
	500	$	-	$	-	$	-
	600	$	-	$	228,511.03	$	228,511.03
FUNCTOTAL		**$**	**135,208.38**	$	211,606.31	**$**	**346,814.69**
7200	100	$	4,195.78	$	-	$	4,195.78
	200	$	15,352.86	$	-	$	15,352.86
	300	$	-	$	271.25	$	271.25
	500	$	-	$	-	$	-
	600	$	-	$	-	$	-
	700	$	416,502.60	$	(72,603.10)	$	343,899.50
FUNCTOTAL		**$**	**436,051.24**	$	(72,331.85)	**$**	**363,719.39**
7300	100	$	17,430.08	$	-	$	17,430.08
	200	$	-	$	-	$	-
	600	$	-	$	4,279.96	$	4,279.96
FUNCTOTAL 7300		**$**	**17,430.08**	$	4,279.96	**$**	**21,710.04**
7400	300	$	-	$	-	$	-
	600	$	7,425.79	$	-	$	7,425.79
FUNCTOTAL 7400		**$**	**7,425.79**	$	-	**$**	**7,425.79**
7600	500	$	-	$	-	$	-
FUNCTOTAL		**$**	**-**	$	-	**$**	**-**
7700	100	$	91,245.65	$	(1,060.99)	$	90,184.66
	200	$	33,692.40	$	(55.33)	$	33,637.07
	300	$	6,726.54	$	(0.54)	$	6,726.00
	500	$	879.00	$	-	$	879.00
	600	$	14,850.00	$	(14,850.00)	$	-
	700	$	5,500.00	$	-	$	5,500.00
FUNCTOTAL		**$**	**152,893.59**	$	(15,966.86)	**$**	**136,926.73**
7800	100	$	20,122.16	$	72,209.77	$	92,331.93
	200	$	2,761.88	$	12,758.81	$	15,520.69
	300	$	54,046.02	$	42,600.00	$	96,646.02
	400	$	147.29	$	262.72	$	410.01
	500	$	-	$	166.33	$	166.33
	600	$	31,349.00	$	-	$	31,349.00

Gadsden County School Board
420 (Federal) Fund Appropriations
Two

FUNCTOTAL		**$**	**108,426.35**	$	127,997.63	**$**	**236,423.98**
7900	**100**	$	876.18	$	7,749.00	$	8,625.18
	200	$	211.45	$	1,420.00	$	1,631.45
	300	$	23,856.81	$	(408.74)	$	23,448.07
	400	$	6,245.90	$	-	$	6,245.90
	500	$	25,221.04	$	(12,600.00)	$	12,621.04
	600	$	-	$	6,076.56	$	6,076.56
	700	$	-	$	-	$	-
FUNCTOTAL		**$**	**56,411.38**	$	2,236.82	**$**	**58,648.20**
8100	**100**	$	-	$	46.12	$	46.12
	200	$	-	$	5.89	$	5.89
	300	$	4,072.00	$	-	$	4,072.00
	500	$	-	$	-	$	-
	600	$	1,092.02	$	-	$	1,092.02
FUNCTOTAL		**$**	**5,164.02**	$	52.01	**$**	**5,216.03**
8200	**100**	$	-	$	-	$	-
	200	$	-	$	-	$	-
	500	$	-	$	-	$	-
	600	$	-	$	-	$	-
FUNCTOTAL		**$**	**-**	$	-	**$**	**-**
9100	**100**	$	348.72	$	-	$	348.72
	200	$	798.93			$	798.93
	300	$	-	$	-	$	-
	400	$	-	$	-	$	-
	500	$	-	$	-	$	-
FUNCTOTAL		**$**	**1,147.65**	$	-	**$**	**1,147.65**
GRANDTOTAL		**$**	**6,591,504.93**	**$**	**39,142.44**	**$**	**6,630,647.37**

Florida Department of Education
Project Award Notification Proj. 4224442

1 PROJECT RECIPIENT Gadsden County School District	**2 PROJECT NUMBER** 200-2444A-4CCC1
3 PROJECT/PROGRAM TITLE 21st Century Community Leanring Center **TAPS 14B031**	**4 AUTHORITY** **84.287C 21st CCLC NCLB, Title IV, Part B**
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	**6 PROJECT PERIODS** Budget Period: 08/01/2013 - 07/31/2014 Program Period: 08/01/2013 - 07/31/2014
7 AUTHORIZED FUNDING Current Approved Budget: $ 342,528.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $ 342,528.00	**8 REIMBURSEMENT OPTION** Federal Cash Advance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 07/31/2014
- Date that all obligations are to be liquidated and final disbursement reports submitted: 09/20/2014
- Last date for receipt of proposed budget and program amendments: 07/31/2014
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10 DOE CONTACTS **Program**: Lingo, Lani Phone: (850) 245 - 0852 Email: Lani.Lingo@fldoe.org **Grants Management**: Unit B (850) 245-0496 **Comptroller's Office** (850) 245-0401	**11 DOE FISCAL DATA** DBS: 40 90 60 EO: 45 Object: 720035

12 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.
- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.
- See page 2

13 APPROVED:

Melissa Russell
Authorized Official on behalf of Pam Stewart
Commissioner of Education

9/27/2013
Date of Signing

DOE-200
Revised 02/05

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.
2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).
3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.
4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.
5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.
6 Project Periods: The periods for which the project budget and program are in effect.
7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).
8 Reimbursement Options:
Federal Cash Advance –On-Line Reporting required monthly to record expenditures.
Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.
Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.
Reimbursement of Expenditures – Payment made upon submission of documented allowable expenditures.
Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.
9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.
10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.
11 DOE Fiscal Data: A unique payment number assigned by the Department of Education.
12 Terms and Special Conditions: Listed items apply to this project. (Additional space provided on Page 2 of 2 if needed.)
13 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

Terms and Special Conditions continued

"To ensure compliance with the Florida Department of Financial Services, Comptroller/Chief Financial Officer Memoranda Number(s) CFOM # 01 & 02, 2012-2013 the department will initiate amendments for project products and services as necessary. Please contact Lani Lingo 850-245-0852, Lani.Lingo@fldoe.org."

Required Deliverables
All agencies are required to upload all deliverables and evidence of activities as required to the 21st CCLC website (http://www.fldoe.org/curriculum/21century) for submission to the FDOE by the 15th of each month.

Financial Consequences
The Florida Department of Education's 21st CCLC Program Office shall periodically review the progress made on the activities and deliverables listed in the Project Deliverable and Invoice Form. If the applicant fails to meet and comply with the activities/deliverables (example: daily attendance numbers, amount of days and time of operation, required reporting, required submission of deliverables, proposed activities and/or proposed goals/objectives) established in the approved application, or to make appropriate progress on the activities and/or towards the deliverables, and they are not resolved within two weeks of notification, the 21st CCLC Program Office may approve a reduced payment, or request the applicant redo and resubmit the work, or terminate the project altogether.

Subsequent award years
Subsequent award years will be contingent upon the following: (1) availability of funding from the USED; (2) satisfactory performance by the sub-grantee as evaluated by the FDOE and as indicated in the approved application; (3) submission of an annual re-application through the Request for Application (RFA) process and other required submission such as Evaluation Reports and Performance Information Collection System (PPICS) reporting, other required reporting and deliverables; (4) compliance with all grant requirements and conditions set forth within the most current RFP/RFA; and (5) if applicable, child care facility licensure requirements by the Florida Department of Children and Families (DCF).

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

TAPS Number
14B030

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	2013-14 21st Century Community Learning Centers (CCLC) Request for Proposal (RFP) Application (RFA)	Date Received RECEIVED 2013 JUL 26 PM 12:55 BUREAU OF GRANTS MANAGEMENT

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
Gadsden County School Board 35 Martin L. King, Jr. Blvd. Quincy, FL 32351	200-2444A-4CCC1

C) Total Funds Requested:

$ 342,528.00

DOE USE ONLY

Total Approved Project:

$ 342,528.00

D) Applicant Contact Information

Contact Name:	Mailing Address:
ROSE RAYNAK	35 Martin L. King, Jr. Blvd. Quincy, FL 32351
Telephone Number:	SunCom Number:
(850) 627-9651 ext. 1600	-
Fax Number:	E-mail Address:
(850) 875-2983	raynakr@gcpsmail.com

CERTIFICATION

I, Reginald C. James, (Please Type Name) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. 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.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Gadsden County School District - Gadsden County School District (Cohort 8 - GREAT

B) DOE Assigned Project Number: ~~200-2415A-3CCCX~~ 200-2444A-4CCC1

C) TAPS Number: ~~T2B028~~ 146031

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT	ALLOCATED	ALLOWABLE	REASONABLE	NECESSARY
6300	110	**Salaries: Program Director** Salaries: Program Director Provide management and leadership for the 21st CCLC project, supervise 21st CCLC site coordinators, insure 21st CCLC program activities and services are implemented to achieve the goals and objectives, assist in 21st CCLC data collection, and provide feedback to local partners and stakeholders regarding 21st CCLC program. This individual works 100% for this Gadsden County 21st CCLC program. 12 month employee @ $56,000/year ($4,667 @ 12 pay periods) Administrative=56000 x 5% = 2800 Evaluation=56000 x 10% = 5600 *1 Program Director x $4,667 /pay period x 12 periods x 1.0000 FTE=$56,000* ***Administrative: 2,800, Evaluation: 5,600***	1	56,000	100%			
5900	126	**Salaries: Certified Teachers After School** Provide academic enrichment and direct instruction in reading, math, technology, recreation, and science to actively participating 21st CCLC students during 21st CCLC afterschool operational hours. 9 teachers x $20/hr x 2hr/day x 136 days **ALL SITES, $48,960 (1.18 FTE)** AFTER SCHOOL: *9 Certified Teachers After School @ 20.00/hr. x 2.00 hrs. x 136 days=$48,960 (1.18 FTE)*	1.18	48,960	100%			
5900	128	**Salaries: Certified Teachers Summer & Weekends** Provide academic enrichment and direct instruction in reading, math, technology, recreation, and science to actively participating 21st CCLC students during 21st CCLC summer and weekend operational hours. 8 teachers x $20/hr x 4.5hr/day x 24 days= $17, 280 (Sum) 4 teachers x $20/hr x 5hr/day x 10 days= $4,000 (W/H) **ALL SITES, $21,280 (0.51 FTE)** SUMMER: *8 Certified Teachers Summer & Weekends @ 20.00/hr. x 4.50 hrs. x 24 days=$17,280 (0.42 FTE)* WKND/HOLIDAY: *4 Certified Teachers Summer & Weekends @ 20.00/hr. x 5.00 hrs. x 10 days=$4,000 (0.1 FTE)*	0.59	21,280	100%			

6300	136	**Salaries: Site Coordinators** Coordinate all 21st CCLC site activities for actively participating 21st CCLC students, staff and with the targeted schools. Supervise 21st CCLC instructional and enrichment staff and coordinate with the targeted schools, community agencies, and stakeholders regarding the 21st CCLC program. Site coordinators will supervise the weekend program and work an additional day to close out the summer program. 2 Site Coord x $22/hr x 3hr/day x 136days= $17,952 (AS) 2 Site Coord x $22/hr x 7hr/day x 25 days= $7,700 (Sum) **ALL SITES, $25,652 (0.56 FTE)** AFTER SCHOOL: *2 Site Coordinators @ 22.00/hr. x 3.00 hrs. x 136 days=$17,952 (0.39 FTE)* SUMMER: *2 Site Coordinators @ 22.00/hr. x 7.00 hrs. x 25 days=$7,700 (0.17 FTE)*	0.392	25,652	100%			
5900	156	**Salaries: Enrichment Specialists** Salaries: Enrichment Specialists Assist 21st CCLC teachers to provide tutoring, mentoring, and one-on-one instruction for actively participating 21st CCLC students during 21st CCLC afterschool and summer operational hours. 4 Enrich. Sp. x $12/hr x 2hr/day x 120 days= $11520 (AS) 4 Enrich. Sp. x $12/hr x 6.5hr/day x 20 days= $6240 (Sum)		17,760	100%			
7900	161	**Salaries: Custodial Services** Salaries: Custodial Services Provide cleaning services exclusively in support of the facilities used by 21st CCLC program during 21st CCLC activities. Cleaning services for the 21st CCLC site will enhance the health and safety of the site during services for actively participating 21st CCLC students. Custodians are paid time and a half during the regular school year and at their hourly rate during the summer. (AS)--1 custodians x $15/hr x 1hr/day x 136 days= $2040(GBES), 1 custodian x $15/hr x 1hr/day x 145 =$2145 (EGHS) (SUM) 2 custodians x $12/hr x 7hr/day x 8 days= $1344 Custodians will be working their regular school days until the last 8 days of the summer program and will not begin summer school until last 8 days of summer program to avoid double dipping.		5,529	100%			
7800	160	**Salaries: Bus Drivers** Salaries. Bus Drivers Provide transportation services for actively participating 21st CCLC students from sites to the students' homes after the 21st CCLC afterschool program has ended and to and from their homes during the summer. (AS) 5 drivers x $15 x 2hrs x 136 days =20,400 EGHS required to go 145 days. Parents will pick students up on the (9) extra days of service (Friday). SUM 5 Drivers x $15/hr x 4hr/day x 24 days =7200 Parents will provide weekend transportation for students at both sites.		27,600	100%			

6400	126	**Supplemental Pay: Professional Development** Professional development for six (6) instructional staff actively working with the 21st CCLC program. This professional development includes two (2) days of training on research-based programs in core academic areas to include reading, math and science curriculum. Training will take place at the beginning of the school year and the beginning of the summer program. Subject area teachers, site coordinators, and project director will lead this training. All training for which supplemental pay is used from this funding will occur entirely outside of district-contracted hours for instructional staff. 6 staff x $20/hr x 6hr/day x 2 days		1,440	100%			
6300	210	**Benefits: Retirement** Benefits: Retirement Calculated at 9.85% for the 21st CCLC portion of salaries for the Project Director and Site Coordinator. $81652 x 9.85% Administrative=56000 x 9.85 =5516 x 5 % =276 Evaluation=56000 x 9.85 =5516 x 10% = 552 ***Administrative: 276, Evaluation: 552***		8,043	100%			
5900	210	**Benefits: Retirement** Benefits: Retirement Calculated at 9.85% for the 21st CCLC portion of salaries for Certified Teachers and Enrichment Specialists. $ =$88,000 x 9.85%		8,668	100%			
7900	210	**Benefits: Retirement** Benefits: Retirement Calculated at 9.85% for the 21st CCLC portion of salaries for the Custodians. $5,529 x 9.85%		545	100%			
7800	210	**Benefits: Retirement** Benefits: Retirement Calculated at 9.85% for the 21st CCLC portion of salaries for Bus Drivers. $27,600 x 9.85%		2,719	100%			
6300	220	**Benefits: FICA** Benefits: FICA Calculated at 7.65% for the 21st CCLC portion of salaries for the Project Director and Site Coordinators. $81652x 7.65% Administrative=56000 x 7.65 =4284 x 5% =214 Evaluation=56000 x 7.65 =4284 x 10% = 428 ***Administrative: 214, Evaluation: 428***		6,246	100%			
5900	220	**Benefits: FICA** Benefits: Retirement Calculated at 7.65% for the 21st CCLC portion of salaries for Certified Teachers and Enrichment Specialists. $88,000x 7.65%		6,732	100%			
7900	220	**Benefits: FICA** Benefits: Retirement Calculated at 7.65% for the 21st CCLC portion of salaries for Custodians. $5,529 x 7.65%		423	100%			
7800	220	**Benefits: FICA** Benefits: Retirement Calculated at 7.65% for the 21st CCLC portion of salaries for Bus Drivers. $27600 x 7.65%		2,111	100%			

6300	230	**Benefits: Health Insurance** Benefits: Health Insurance Calculated at a flat rate of $303.33/month for 21st CCLC portion of salaries for the Project Director $303.33/month x 12 months Administrative= $182 Evaluation= $364 ***Administrative: 182, Evaluation: 364***		3,640	100%			
6300	232	**Benefits: Life Insurance** Benefits: Life Insurance Calculated at 0.285% for the 21st CCLC portion of salaries for the Project Director $56000 x .00285 Administrative=$8 Evaluation=16 ***Administrative: 8, Evaluation: 16***		160	100%			
6300	240	**Benefits: Worker's Compensation** Benefits: Worker's Compensation Calculated at 1.333% for the 21st CCLC portion of all salaried employees for t $56000 x 1.333% Administrative=$37.30 ***Administrative: 37***		746	100%			
6300	310	**Contracted Services: External Evaluator** Contracted Services: External Evaluator Conducts the formative and summative evaluations, collects 21st CCLC student and program data, develop reports on student outcomes, provide guidance on 21st CCLC student needs, and feedback/suggestion to improve the delivery of 21st CCLC activities and services to actively participating 21st CCLC students and their families. (Evaluation) 4 quarterly reports on students outcomes at $1750 x 4 =$7000. ***Evaluation: 7,000***		7,000	100%			
5900	310	**Contracted Services** Contracted services: Personal Enrichment Activities To provide enrichment activities , violence prevention, character building, karate/fitness, horticulture, gardening, and parenting skills exclusively to actively participating 21st CCLC students and their families during the 21st CCLC after school and summer operational hours. 5 Specialists @ $15/hour x 136 hrs = $10200 (AS), 3 Specialists @ $15/hour x 137 hrs = $6120 (Sum)		16,320	100%			
5900	310	**~~Contracted Services: Independent Enrichment Contractors~~** ~~TBD~~		0	0%			
5900	310	**Contracted Services: Independent Security Contractor** Contracted Services: Independent Security Contractor/Gadsden County Sheriff Department To provide safety and security of actively participating 21st CCLC students by monitoring hallways and outside areas during 21st CCLC program hours. 1 contractors (security) @ $20/hr x 208 hrs = $5600(AS/136hrs-SUM/144hrs)).		4,160	100%			

5900	390	**Other Purchased Services: Student Tutors** Other Purchased Services: Student Tutors To provide tutoring/mentoring to actively participating 21st CCLC students during the 21st CCLC afterschool and summer programs. Students hired to serve as tutors will receive training from the Project Director and/or Site Coordinators regarding expectations of the position and how to deal with various situations, as well as be able to demonstrate their knowledge of subject matter to assist other actively participating 21st CCLC students 3 student tutors (eghs x 40 days x $7.35/hr x 2.5hr/day = $2205 2 student tutors (gbes x 47 days x $7.35/hr x 2.5 hr/day =$1691		3,896	100%			
5900	510	**Materials & Supplies: Instructional** Materials and Supplies: Instructional Costs for items such as ink cartridges for student printers, paper, pens, pencils, markers, folders, reading books, and ID badges for use exclusively by actively participating 21st CCLC students and their families during the 21st CCLC program activities. Est. Evaluation) Est. at 100 students/eghs x $6 for AS/Summer=$600 Est. at 75 students/gbes x $4 for AS/Summer = $450		1,120	100%			
6300	510	**Materials & Supplies: Program Evaluation** Materials and Supplies: Program Evaluation Items to support 21st CCLC data collection and reporting activities such as paper, pens, pencils, folders, and storage containers (Evaluation) Est. at 100 students/eghs x $4 for AS/Summer=$400 Est. at 75 students/gbes x $4 for AS/Summer = $300 ***Evaluation: 700***		700	100%			
5900	590	**Materials & Supplies: Information Dissemination** Materials and Supplies: Information Dissemination Costs associated with disseminating information about the 21st CLCC program and activities offered to actively participating 21st CCLC students and their families during the 21st CCLC afterschool and summer programs. (Administrative) Est. at 100 students/eghs x $2 for AS/Summer=$200 Est. at 75 students/gbes x $2 for AS/Summer = $150 ***Administrative: 525***		350	100%			
6400	330	**Travel: Out of County** Costs for three (3) active 21st CCLC staff, with one being the Project Director, to attend the 21st CCLC State Conference. Costs include registration, lodging, meals, rental car, fuel, and tolls. Information and strategies learned from the conference will be provided to staff who did not attend. $300 registration fee x 3 staff = $900 Lodging--$150/night x 4 nights x 3 staff = $1800 Per Diem--$36 x 4 days x 3 staff = $432 Car rental%u20145 days x $75 = $375 Fuel and tolls - $150		3,657	100%			

6400	330	**Travel: Out of State** Costs for three (2) active 21st CCLC staff to attend the 21st CCLC National Regional Institute and other conferences supported by the 21st cclc initiative. . Costs include airfare, lodging, meals, and airport shuttle. Information and strategies learned from the conference will be provided to staff who did not attend. $500 airfare x 2 staff= $1000 $150 lodging/night x 3 nights x 2 staff= 900 $36 per diem x 3 days x 3 staff= $144 $48 airport shuttle x 2 staff = $96		2,140	100%			
6300	330	**Travel: County** Travel for 21st CCLC Project Director to visit 21st CCLC program sites at a minimum of once per week to provide on-site assistance exclusively for the 21st CCLC programs. Total mileage per week based on roundtrip distances between Havana Middle (21st CCLC Offices) and Greensboro Elementary (48 miles) and Havana Middle and East Gadsden High School (30). On occasion trips may be made to Gadsden County School District Office in Quincy (28 miles roundtrip). Based on mileage rate of $0.445 per mile x 4,000 miles/year		1,780	100%			
7800	390	**Other Purchased Services: Student Transportation - AS & Summer** Other Purchased Services: Student Transportation (AS/Summer) Cost for providing transportation to actively participating 21st CCLC students' home after the conclusion of the 21st CCLC after school program. Bus transportation during the summer program will be provided from the students' home to the program and back home at the end exclusively for actively participating 21st CCLC students. (AS) est. 2 buses x 50 miles/day x $1.50/mile x 136 days=$20,400(EGHS). 2 buses x 35 miles/day x $1.50/mile x 136 days = $14280(GBES (1) bus--district in-kind). (Summer) est. 2 buses x 60 miles/day x $1.50/mile x 24 days=$4320(EGHS) 2 buses x 50 miles/day x $1.50 x 24 days =$3600 (GBES)(1) bus--district in-kind). Parents will provide weekend transportation for students at both sites.		42,600	100%			

5900	390	**Other Purchased Services: Field Trip Transporation and Fees** Other Purchased Services: Field Trip transportation/Fees Educational field trips will be taken to locations such as Florida A&M University and/or Florida State University - college career focus, Marianna Caverns -science focus, Mission San Luis - history focus, and Tallahassee Junior Museum - nature focus for grades 3-9. Field trips will clearly support the approved goals and objectives of the 21st CCLC program, will only be to locations within the state of Florida, will only occur during 21st CCLC program hours, and all trips will be based upon established educational curriculum. All field trip expenditures will follow applicable federal, state, and local rules and regulations governing field trips. Tickets will be purchased from educational centers of the field trip locations and will include the available educational components and lesson plans. 5 buses x $1.50/mile x 90 miles/trip x total of 6 trips = $4050		4,050	100%			
6300	370	**Phone - Internet Service** Phone/Internet Service To provide phone-land use only as approved in RFP-district does not provide in-kind for land use service) and internet service for use solely by the 21st CCLC Program Director to communicate and conduct 21st CCLC business. (School district is unable to provide phone/internet as an in-kind service.) (Administrative) $138.25/month x 12 months ***Administrative: 1,670***		1,659	100%			
7200	791	**Indirect Costs** Indirect Costs Indirect Costs calculated @ state negotiated rate of 3.05% of allowable direct cost items (excluding 600-series object codes and contracted amounts in excess of $25,000 per contract) (Administrative) 342,528 x 1.0265 = 333,686 342,528 - 333, 686= 8842 ***Administrative: 8,842***		8,842	100%			
			D) TOTAL	**$342,528**				

Administrative: $ 14,554 (4.25%)
Evaluation: $ 14,660 (4.28%)

Florida Department of Education
Project Award Notification

Proj. 4224445

1 PROJECT RECIPIENT Gadsden County School District	**2 PROJECT NUMBER** 200-2444A-4CCC2
3 PROJECT/PROGRAM TITLE 21st Century Community Leanring Center **TAPS 14B031**	**4 AUTHORITY** **84.287C 21st CCLC NCLB, Title IV, Part B**
5 AMENDMENT INFORMATION Amendment Number: Type of Amendment: Effective Date:	**6 PROJECT PERIODS** Budget Period: 08/01/2013 - 07/31/2014 Program Period: 08/01/2013 - 07/31/2014
7 AUTHORIZED FUNDING Current Approved Budget: $ 173,891.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $ 173,891.00	**8 REIMBURSEMENT OPTION** Federal Cash Advance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 07/31/2014
- Date that all obligations are to be liquidated and final disbursement reports submitted: 09/20/2014
- Last date for receipt of proposed budget and program amendments: 07/31/2014
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10 DOE CONTACTS **Program**: Lingo, Lani Phone: (850) 245 - 0852 Email: Lani.Lingo@fldoe.org **Grants Management**: Unit B (850) 245-0496 **Comptroller's Office** (850) 245-0401	**11 DOE FISCAL DATA** DBS: 40 90 60 EO: 45 Object: 720035

12 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.
- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.
- See page 2

13 APPROVED:

Ingrid Rivers — Authorized Official on behalf of Pam Stewart, Commissioner of Education

9/20/13 — Date of Signing

DOE-200
Revised 02/05

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent: Gadsden County School District - Gadsden County School District (Cohort 8- GREAT

B) DOE Assigned Project Number: 200-244~~3~~A-~~3~~CCC~~X~~ (4 4 2)

C) TAPS Number: ~~12B028~~ 14B031

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT	ALLOCATED	ALLOWABL	REASONABL	NECESSARY
5900	121	**Supplemental Pay: Certified Teachers (professional development)** Provide professional development to certified teachers about the program and reporting requirements; Includes training on research-based programs in academic subject areas to include reading, math, and science **HAVANA ELEMENTARY SCHOOL, $200 (0 FTE)** PROF DEVELOPMENT: *5 certified teachers @ 20.00/hr. x 2.00 hrs. x 1 days=$200 (0 FTE)* **GEORGE W. MUNROE ELEMENTARY, $200 (0 FTE)** PROF DEVELOPMENT: *5 certified teachers @ 20.00/hr. x 2.00 hrs. x 1 days=$200 (0 FTE)*	0	400	100%			
5900	126	**Salaries: Certified Teachers (after school)** Provide academic enrichment and direct instruction in reading, math, technology, recreation, and science to actively participating 21st CCLC students during afterschool operational hours **HAVANA ELEMENTARY SCHOOL, $30,600 (0.74 FTE)** AFTER SCHOOL: *5 certified teachers @ 20.00/hr. x 2.00 hrs. x 153 days=$30,600 (0.74 FTE)* **GEORGE W. MUNROE ELEMENTARY, $30,600 (0.74 FTE)** AFTER SCHOOL: *5 certified teachers @ 20.00/hr. x 2.00 hrs. x 153 days=$30,600 (0.74 FTE)*	1.17	61,200	100%			
5900	128	**Salaries: Certified Teachers (summer school)** Provide academic enrichment and direct instruction in reading, math, technology, recreation, and science to actively participating 21st CCLC students during 21st CCLC summer operation hours **HAVANA ELEMENTARY SCHOOL, $5,120 (0.12 FTE)** $2560 SUMMER: *4 certified teachers @ 20.00/hr. x ~~4~~ 00 hrs. x 16 days=~~$5,120~~ (0.12 FTE)* **GEORGE W. MUNROE ELEMENTARY, $3,840 (0.09 FTE)** SUMMER: ~~5~~ 4 *certified teachers @ 20.00/hr. x ~~4~~ 00 hrs. x 16 days=~~$3,840~~ (0.09 FTE)* 2.5 $3200 RR	0.23	5,760	100%			
5900	131	**Supplemental Pay: (site coordinators for professional development)** TBD **HAVANA ELEMENTARY SCHOOL, $0 (0 FTE)** PROF DEVELOPMENT: *0 site coordinator @ 0.00/hr. x 0.00 hrs. x 0 days=$0 (0 FTE)* **GEORGE W. MUNROE ELEMENTARY, $0 (0 FTE)** PROF DEVELOPMENT: *0 site coordinator @ 0.00/hr. x 0.00 hrs. x 0 days=$0 (0 FTE)*	0	0	100%			

5900	136	**Salaries (site coordinators (After school)** TBD **HAVANA ELEMENTARY SCHOOL, $0 (0 FTE)** AFTER SCHOOL: *0 site coordinator @ 0.00/hr. x 0.00 hrs. x 0 days=$0 (0 FTE)* **GEORGE W. MUNROE ELEMENTARY, $0 (0 FTE)** AFTER SCHOOL: *0 site coordinator @ 0.00/hr. x 0.00 hrs. x 0 days=$0 (0 FTE)*	0	0	100%			
5900	138	**Salaries (site coordinators (summer)** Coordinate all 21st CCLC site activities for actively participating 21st CCLC students, supervise 21st CCLC instructional staff, coordinate with cooperating community agencies regarding 21st CCLC, and submit reports to 21st CCLC Program coordinator **HAVANA ELEMENTARY SCHOOL, $0 (0 FTE)** SUMMER: *0 site coordinator @ 0.00/hr. x 0.00 hrs. x 0 days=$0 (0 FTE)* **GEORGE W. MUNROE ELEMENTARY, $0 (0 FTE)** SUMMER: *0 site coordinator @ 0.00/hr. x 0.00 hrs. x 0 days=$0 (0 FTE)*	0	0	100%			
5900	151	**Salaries: Enrichment Specialists (professional development)** Provide professional development to enrichment specialists about the program and reporting requirements; Includes training on research-based programs in academic subject areas to include reading, math, and science **HAVANA ELEMENTARY SCHOOL, $72 (0 FTE)** PROF DEVELOPMENT: *3 enrichment specialists @ 12.00/hr. x 2.00 hrs. x 1 days=$72 (0 FTE)* **GEORGE W. MUNROE ELEMENTARY, $72 (0 FTE)** PROF DEVELOPMENT: *3 enrichment specialists @ 12.00/hr. x 2.00 hrs. x 1 days=$72 (0 FTE)*	0	144	100%			
5900	156	**Salaries: Enrichment Specialists (afterschool)** Assist 21st CCLC teachers to provide tutoring, mentoring, one-on-one instruction during the afterschool program for actively participating 21st CCLC students. Enrichment may include, but not limited to: character education, violence prevention, karate/fitness, arts, music, outdoor educational activities, recreation, gardening, crafts, educational games, etc. **HAVANA ELEMENTARY SCHOOL, $6,192 (0.25 FTE)** AFTER SCHOOL: *4 enrichment specialists @ 12.00/hr. x 1.00 hrs. x 129 days=$6,192 (0.25 FTE)* **GEORGE W. MUNROE ELEMENTARY, $6,192 (0.25 FTE)** AFTER SCHOOL: *4 enrichment specialists @ 12.00/hr. x 1.00 hrs. x 129 days=$6,192 (0.25 FTE)*	0.74	12,384	0%			
5900	158	**Salaries: Enrichment Specialists (summer)** Assist 21st CCLC teachers to provide tutoring, mentoring, one-on-one instruction during the afterschool program for actively participating 21st CCLC students. Enrichment may include, but not limited to: character education, violence prevention, karate/fitness, arts, music, outdoor educational activities, recreation, gardening, crafts, educational games, etc. **HAVANA ELEMENTARY SCHOOL, $1,728 (0.07 FTE)** SUMMER: *3 enrichment specialists @ 12.00/hr. x 3.00 hrs. x 16 days=$1,728 (0.07 FTE)* **GEORGE W. MUNROE ELEMENTARY, $1,728 (0.07 FTE)** SUMMER: *3 enrichment specialists @ 12.00/hr. x 3.00 hrs. x 16 days=$1,728 (0.07 FTE)*	0	3,456	0%			

6300	110	**Salaries: project coordinator** TBD *1 x $0 /pay period x 12 periods x 1.0000 FTE=$0*	1	0	0%			
7800	166	**Salaries: Bus Drivers (After school)** Provide transportation for actively participating 21st CCLC students from sites to the students' home during 21st CCLC operational days. **HAVANA ELEMENTARY SCHOOL, $10,200 (0.33 FTE)** AFTER SCHOOL: *2 bus drivers @ 15.00/hr. x 2.00 hrs. x 170 days=$10,200 (0.33 FTE)* **GEORGE W. MUNROE ELEMENTARY, $10,200 (0.33 FTE)** AFTER SCHOOL: *2 bus drivers @ 15.00/hr. x 2.00 hrs. x 170 days=$10,200 (0.33 FTE)*	0	20,400	0%			
7800	168	**Salaries: Bus Drivers (summer)** Provide transportation for actively participating 21st CCLC students from sites to the students' home during 21st CCLC operational days. **HAVANA ELEMENTARY SCHOOL, $1,920 (0.06 FTE)** SUMMER: *2 bus drivers @ 15.00/hr. x 4.00 hrs. x 16 days=$1,920 (0.06 FTE)* **GEORGE W. MUNROE ELEMENTARY, $1,920 (0.06 FTE)** SUMMER: *2 bus drivers @ 15.00/hr. x 4.00 hrs. x 16 days=$1,920 (0.06 FTE)*	0	3,840	0%			
7900	161	**Salaries: Custodial Services (Weekends)** Provide cleaning services for the 21st CCLC site to enhance the health and safety of the site during services for actively participating 21st CCLC students. **HAVANA ELEMENTARY SCHOOL, $180 (0.01 FTE)** SUMMER: *1 custodians @ 15.00/hr. x 2.00 hrs. x 6 days=$180 (0.01 FTE)* **GEORGE W. MUNROE ELEMENTARY, $0 (0 FTE)** SUMMER: *0 custodians @ 0.00/hr. x 0.00 hrs. x 0 days=$0 (0 FTE)*	0	180	0%			
7900	166	**Salaries: Custodial Services (After school)** Provide cleaning services for the 21st CCLC site to enhance the health and safety of the site during services for actively participating 21st CCLC students. **HAVANA ELEMENTARY SCHOOL, $2,040 (0.07 FTE)** AFTER SCHOOL: *1 custodians @ 15.00/hr. x 1.00 hrs. x 136 days=$2,040 (0.07 FTE)* **GEORGE W. MUNROE ELEMENTARY, $0 (0 FTE)** AFTER SCHOOL: *0 custodians @ 0.00/hr. x 0.00 hrs. x 0 days=$0 (0 FTE)*	0	2,040	0%			
5900	210	**Benefits: retirement (teachers)** Retirement of 21st CCLC Salary for certified teachers at 9.2%		6,160	100%			
5900	210	**Benefits: retirement (enrichment specialists)** Retirement of 21st CCLC Salary for enrichment specialists at 9.2%		1,458	100%			
5900	210	**Benefits: retirement (site coordinators)** Retirement of 21st CCLC Salary for site coordinators at 9.2%		0	100%			
5900	220	**Benefits: social security (teachers)** Social security for 21st CCLC certified teachers at 7.65%		5,122	100%			
5900	220	**Benefits: social security (enrichment specialists)** Social security for 21st CCLC enrichment specialists at 7.65%		1,212	100%			
5900	220	**Benefits: social security (site coordinators)** Social security for 21st CCLC site coordinators at 7.65%		0	100%			

5900	240	**Benefits: Workers compensation (teachers)** Workers Compensation benefits for 21st CCLC certified teachers at 1.33%		893	100%			
5900	240	**Benefits: Workers compensation (enrichment specialists)** Workers Compensation for 21st CCLC enrichment specialists at 1.33%		211	100%			
5900	240	**Benefits: Workers compensation (site coordinators)** Workers Compensation for 21st CCLC site coordinators at 1.33%		0	100%			
6300	210	**Benefits: Retirement (project coordinator)** Retirement for 21st CCLC project coordinator at 9.2%		0	100%			
6300	220	**Benefits: Social Security (project coordinator)** Social Security for 21st CCLC project coordinator at 7.65%		0	100%			
6300	232	**Benefits: Life Insurance (project coordinator)** Life insurance (prorated share) for 21st CCLC project coordinator (employee contribution)		0	100%			
6300	240	**Benefits: Workers compensation (project coordinator)** Workers compensation for 21st CCLC project coordinator		0	100%			
7800	210	**Benefits: Retirement (bus drivers)** retirement for 21st CCLC bus drivers at 9.2%		2,231	100%			
7800	220	**Benefits: Social Security (bus drivers)** social security for 21st CCLC bus drivers at 7.65%		1,855	100%			
7800	240	**Benefits: Workers compensation (bus drivers)** workers compensation for 21st CCLC bus drivers at 1.33%		323	100%			
7900	210	**Benefits: Retirement (custodians)** retirement for 21st CCLC custodians at 9.2%		205	100%			
7900	220	**Benefits: Social security (custodians)** social security for 21st CCLC custodians at 7.65%		169	100%			
7900	240	**Benefits: Workers compensation (custodians)** workers compensation for 21st CCLC custodians at 1.33%		78	100%			
5900	390	**Purchases/contracted Services** To provide enrichment activities, violence prevention, character building, and other enrichment activities in the area of dance, karate exclusively to participating 21st CCLC students. Contractors will be paid according to their area of certification and experience.		16,500	100%			
6400	330	**State Conference** Cost for three (3) active 21st CCLC staff, with one being the Project Director, to attend the 21st CCLC State Conference. Costs include registration, lodging, meals, rental car, fuel, and tolls. Information and strategies learned from the conference will be provided to staff who did not attend. $300 registration fee x 3 staff = $900 Lodging $150/night x 4 nights x 3 staff =$1,800 Per Diem $36 x 4 days x 3 staff = $432 Car rental - 5 days x $75 = $375 Fuel and tolls = $150		3,657	100%			
5900	510	**Materials & Supplies/Consumables** Materials and Supplies: Instructional costs for items such as ink cartridges for student printers, paper, pens, pencils, markers, folders, reading books, and ID badges for use exclusively by actively participating 21st CCLC students and their families during the 21st CCLC program activities.		14,013	0%			

5900	360	**Purchases/Computer Software** Rental fees for computer software for 21st CCLC students.Adaptive Curriculum is a common core project based learning application for STEM related math and science. It allows for rigorous problem solving and higher level thinking and inquiry skills to be used as students do math and science instruction in an engaging way. Virtual Science experiments allow for variables to change without the high cost of lab equipment. The intervention comes complete with teacher guides, goals, objectives, outcomes, and student guides. It includes mini assessments. It can be used individually or in small groups to differentiate learning. This software license will help Gadsden County students		10,000	0%			
			D) TOTAL	**$173,891**				

Administrative: $ 0 (0%)
Evaluation: $ 0 (0%)

DOE101S Print vesion
August 2010

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Budget Amendment Number Three

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for this budget amendment that establishes budget for Title 1 Part A per approved DOE grant award $3,361,647.00. Budget amendment changes that net to .00 are reflected for Carl Perkins, Rural and Sparse and Title X. It also zeros out the balance on Title III (7560.83) where we have received the audited FA399.

FUND SOURCE: 420 (Federal) Fund

AMOUNT: Net $ 3,083,823.10

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

Gadsden County School Board
420 (Federal) Fund Estimated Revenue
Budget Amendment Number
Three

FUND 420 REVENUE OBJECT	BEGINNING ESTIMATED REVENUE 11/4/2013	BUDGET AMENDMENT NUMBER THREE	ENDING ESTIMATED REVENUE 11/8/2013
199	$ 701,571.83	$ -	$ 701,571.83
201	$ 170,542.60	$ -	$ 170,542.60
225	$ 545,787.00	$ -	$ 545,787.00
226	$ 50,468.99	$ -	$ 50,468.99
230	$ 2,160,929.82	$ -	$ 2,160,929.82
240	$ 2,290,436.78	$ 3,091,383.93	$ 5,381,820.71
251	$ -	$ -	$ -
270	$ -	$ -	$ -
290	$ 710,910.35	$ (7,560.83)	$ 703,349.52
299	$ -	$ -	$ -
TOTALS	**$ 6,630,647.37**	**$ 3,083,823.10**	**$ 9,714,470.47**

Gadsden County School Board
420 (Federal) Fund Appropriations
Three

420 FUND FUNCTION/ OBJECT			BUDGET BALANCE 11/4/2013		BUDGET AMENDMENT NUMBER THREE		BUDGET BALANCE 11/8/2013
5100	100	$	158,998.19	$	337,079.00	$	496,077.19
	200	$	17,628.80	$	69,082.61	$	86,711.41
	300	$	210,087.93	$	336,445.00	$	546,532.93
	500	$	42,918.59	$	580,598.25	$	623,516.84
	600	$	5,840.82	$	(635.00)	$	5,205.82
	700	$	493.00	$	(493.00)	$	-
FUNCTOTAL		**$**	**435,967.33**	$	1,322,076.86	**$**	**1,758,044.19**
5200	100	$	590,375.98	$	-	$	590,375.98
	200	$	172,796.42	$	-	$	172,796.42
	300	$	260,506.88	$	-	$	260,506.88
	500	$	32,916.01	$	-	$	32,916.01
	600	$	76,863.62	$	-	$	76,863.62
	700	$	2,000.00	$	-	$	2,000.00
FUNCTOTAL		**$**	**1,135,458.91**	$	-	**$**	**1,135,458.91**
5300	100	$	-	$	-	$	-
	200	$	-	$	-	$	-
	300	$	8,261.02	$	-	$	8,261.02
	500	$	23,935.68	$	-	$	23,935.68
	600	$	31,715.92	$	-	$	31,715.92
	700	$	17,651.27	$	(888.00)	$	16,763.27
FUNCTOTAL		**$**	**81,563.89**	$	(888.00)	**$**	**80,675.89**
5400	100	$	-	$	-	$	-
	200	$	-	$	-	$	-
	300	$	-	$	-	$	-
	500	$	-	$	-	$	-
	600	$	-	$	-	$	-
	700	$	-	$	-	$	-
FUNCTOTAL		**$**	**-**	$	-	**$**	**-**
5500	100	$	242,787.17	$	232,283.00	$	475,070.17
	200	$	68,565.48	$	72,109.00	$	140,674.48
	300	$	6,024.43	$	-	$	6,024.43
	500	$	78,584.84	$	-	$	78,584.84
	600	$	4,908.02	$	-	$	4,908.02
	700	$	-	$	-	$	-
FUNCTOTAL		**$**	**400,869.94**	$	304,392.00	**$**	**705,261.94**

Gadsden County School Board
420 (Federal) Fund Appropriations
Three

5900	100	$	223,148.62	$	-	$	223,148.62
	200	$	47,704.83	$	-	$	47,704.83
	300	$	60,394.23	$	-	$	60,394.23
	500	$	18,468.94	$	-	$	18,468.94
	600	$	-	$	(564.05)	$	(564.05)
FUNCTOTAL		**$**	**349,716.62**	**$**	**-**	**$**	**349,152.57**
6100	100	$	461,258.16	$	46,672.50	$	507,930.66
	200	$	108,112.56	$	11,787.46	$	119,900.02
	300	$	75,127.53	$	25,288.65	$	100,416.18
	500	$	39,464.87	$	40,460.55	$	79,925.42
	600	$	6,424.69	$	-	$	6,424.69
	700	$	3,485.15	$	-	$	3,485.15
	900	$	-	$	-	$	-
FUNCTOTAL		**$**	**693,872.96**	$	124,209.16	**$**	**818,082.12**
6200	100	$	2,000.00	$	-	$	2,000.00
	200	$	186.78	$	(186.78)	$	-
	300	$	13,000.00	$	43,400.00	$	56,400.00
	500	$	-	$	-	$	-
	600	$	-	$	11,130.00	$	11,130.00
	700	$	-	$	-	$	-
FUNCTOTAL		**$**	**15,186.78**	$	54,343.22	**$**	**69,530.00**
6300	100	$	655,801.65	$	282,766.00	$	938,567.65
	200	$	150,672.26	$	74,819.00	$	225,491.26
	300	$	85,668.12	$	188,698.18	$	274,366.30
	400	$	-	$	-	$	-
	500	$	(3,206.53)	$	94,287.80	$	91,081.27
	600	$	7,231.94	$	(4,430.86)	$	2,801.08
	700	$	17,672.53	$	(1,619.03)	$	16,053.50
FUNCTOTAL		**$**	**913,839.97**	$	634,521.09	**$**	**1,548,361.06**
6400	100	$	908,863.02	$	342,200.00	$	1,251,063.02
	200	$	261,176.65	$	69,365.00	$	330,541.65
	300	$	212,626.58	$	28,500.80	$	241,127.38
	400	$	-	$	-	$	-
	500	$	53,609.90	$	-	$	53,609.90
	600	$	1,500.00	$	(1,500.00)	$	-
	700	$	(11,637.68)	$	13,157.60	$	1,519.92
FUNCTOTAL		**$**	**1,426,138.47**	$	451,723.40	**$**	**1,877,861.87**

Gadsden County School Board
420 (Federal) Fund Appropriations
Three

6500	100	$	82,500.00	$	-	$	82,500.00
	200	$	21,314.66	$	-	$	21,314.66
	300	$	14,489.00	$	129,130.00	$	143,619.00
	500	$	-	$	-	$	-
	600	$	228,511.03	$	(112,735.17)	$	115,775.86
FUNCTOTAL		**$**	**346,814.69**	$	16,394.83	**$**	**363,209.52**
7200	100	$	4,195.78	$	-	$	4,195.78
	200	$	15,352.86	$	-	$	15,352.86
	300	$	271.25	$	(31.63)	$	239.62
	500	$	-	$	-	$	-
	600	$	-	$	-	$	-
	700	$	343,899.50	$	79,392.32	$	423,291.82
FUNCTOTAL		**$**	**363,719.39**	$	79,360.69	**$**	**443,080.08**
7300	100	$	17,430.08	$	-	$	17,430.08
	200	$	-	$	(2,321.48)	$	(2,321.48)
	600	$	4,279.96	$	(4,280.96)	$	(1.00)
FUNCTOTAL		**$**	**21,710.04**	$	(6,602.44)	**$**	**15,107.60**
7400	300	$	-	$	-	$	-
	600	$	7,425.79	$	-	$	7,425.79
FUNCTOTAL		**$**	**7,425.79**	$	-	**$**	**7,425.79**
7600	500	$	-	$	-	$	-
FUNCTOTAL		**$**	**-**	$	-	**$**	-
7700	100	$	90,184.66	$	25,150.00	$	115,334.66
	200	$	33,637.07	$	8,096.00	$	41,733.07
	300	$	6,726.00	$	14,500.00	$	21,226.00
	500	$	879.00	$	-	$	879.00
	600	$	-	$	-	$	-
	700	$	5,500.00	$	-	$	5,500.00
FUNCTOTAL		**$**	**136,926.73**	$	47,746.00	**$**	**184,672.73**
7800	100	$	92,331.93	$	13,700.00	$	106,031.93
	200	$	15,520.69	$	3,020.00	$	18,540.69
	300	$	96,646.02	$	12,000.00	$	108,646.02
	400	$	410.01	$	-	$	410.01
	500	$	166.33	$	(97.10)	$	69.23
	600	$	31,349.00	$	-	$	31,349.00
FUNCTOTAL		**$**	**236,423.98**	$	28,622.90	**$**	**265,046.88**

Gadsden County School Board
420 (Federal) Fund Appropriations
Three

7900	100	$	8,625.18	$	-	$	8,625.18
	200	$	1,631.45	$	-	$	1,631.45
	300	$	23,448.07	$	16,795.00	$	40,243.07
	400	$	6,245.90	$	-	$	6,245.90
	500	$	12,621.04	$	11,396.00	$	24,017.04
	600	$	6,076.56	$	-	$	6,076.56
	700	$	-	$	-	$	-
FUNCTOTAL		**$**	**58,648.20**	$	28,191.00	**$**	**86,839.20**
8100	100	$	46.12	$	(46.12)	$	-
	200	$	5.89	$	(5.89)	$	-
	300	$	4,072.00	$	-	$	4,072.00
	500	$	-	$	-	$	-
	600	$	1,092.02	$	-	$	1,092.02
FUNCTOTAL		**$**	**5,216.03**	$	(52.01)	**$**	**5,164.02**
8200	100	$	-	$	(579.99)	$	(579.99)
	200	$	-	$	(71.56)	$	(71.56)
	500	$	-	$	-	$	-
	600	$	-	$	-	$	-
FUNCTOTAL		**$**	**-**	$	(651.55)	**$**	**(651.55)**
9100	100	$	348.72	$	-	$	348.72
	200	$	798.93			$	798.93
	300	$	-	$	-	$	-
	400	$	-	$	-	$	-
	500	$	-	$	-	$	-
FUNCTOTAL		**$**	**1,147.65**	$	-	**$**	**1,147.65**
GRANDTOTAL		**$**	**6,630,647.37**	**$**	**3,082,823.10**	**$**	**9,713,470.47**

Florida Department of Education
Project Award Notification Proj. 4212740

1 PROJECT RECIPIENT Gadsden County School District	**2 PROJECT NUMBER** 200-1274A-4CH01
3 PROJECT/PROGRAM TITLE Title X Part C Education of Homeless Children & Youth Project **TAPS 14A095**	**4 AUTHORITY** **84.196A Homeless ED, Title X, Part C NCLB**
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Budget: Changes Effective Date: 10/09/2013	**6 PROJECT PERIODS** Budget Period: 07/01/2013 - 06/30/2014 Program Period: 07/01/2013 - 06/30/2014
7 AUTHORIZED FUNDING Current Approved Budget: $ 49,638.00 Amendment Amount: Estimated Roll Forward: Certified Roll Amount: Total Project Amount: $ 49,638.00	**8 REIMBURSEMENT OPTION** Federal Cash Advance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 06/30/2014
- Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2014
- Last date for receipt of proposed budget and program amendments: 05/31/2014
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10 DOE CONTACTS **Program**: Lorraine Allen Phone: (850) 245 - 0668 Email: Lorraine.Allen@fldoe.org **Grants Management**: Unit A (850) 245-0496 **Comptroller's Office** (850) 245-0401	**11 DOE FISCAL DATA** DBS: 40 90 20 EO: 76 Object: 720035

12 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.
- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

13 APPROVED:

Sonya G. Morris
Authorized Official on behalf of Pam Stewart
Commissioner of Education

10/23/13
Date of Signing

DOE-200
Revised 02/05

A) Gadsden County School Board — District/Agency Name

B) 200-1274A-4CH01 / 14A095 — Project Number / TAPS Number

C) _____ — Amendment Number

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
$ 49,638	$ 49,638

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6100	310	Professional and Technical Services for three quarter time Homeless Liaison	.75		**$45,000.00**
6100	310	Professional and Technical Services for Homeless contracted position for outreach services	.5	$15,000.00	
6100	310	Professional and Technical Services for Homeless contracted position for facilitating community partnerships, data analysis and reporting	.5	$25,000.00	
5100	510	Student supplies and materials including, book bags, uniforms, classroom supplies, pencils, paper, glue sticks, pens, and notebooks.		$5,000.00	
				$45,000.00	**$45,000.00**
				Total	**Total**

Florida Department of Education
Project Award Notification Proj. 4216140

1 PROJECT RECIPIENT Gadsden County School District	**2 PROJECT NUMBER** 200-1614A-4CR01
3 PROJECT/PROGRAM TITLE Carl D. Perkins, CTE Rural & Sparsely Populated **TAPS 14B012**	**4 AUTHORITY** **84.048A Carl Perkins - Voc. ED Basic**
5 AMENDMENT INFORMATION Amendment Number: 1 Type of Amendment: Budget: Changes Effective Date: 09/19/2013	**6 PROJECT PERIODS** Budget Period: 07/01/2013 - 06/30/2014 Program Period: 07/01/2013 - 06/30/2014
7 AUTHORIZED FUNDING Current Approved Budget: $ 73,586.00 Amendment Amount: Estimated Roll Forward: $ Certified Roll Amount: Total Project Amount: $ 73,586.00	**8 REIMBURSEMENT OPTION** Federal Cash Advance

9 TIMELINES

- Last date for incurring expenditures and issuing purchase orders: 06/30/2014
- Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2014
- Last date for receipt of proposed budget and program amendments: 06/30/2014
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10 DOE CONTACTS **Program:** Jakita Jones Phone: (850) 245 - 9044 Email: Jakita.Jones@fldoe.org **Grants Management:** Unit B (850) 245-0496 **Comptroller's Office** (850) 245-0401	**11 DOE FISCAL DATA** DBS: 55 90 00 EO: F2 Object: 720035

12 TERMS AND SPECIAL CONDITIONS

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.
- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.
- Other: **Only 25% of the "Current Approved Budget" in block 7 is authorized for obligating or expending during the first quarter period of July 1, 2013 through September 30, 2013. The balance of the allocation (75%) and any unexpended funds from the first quarter will be available October 1, 2013 through June 30, 2014.**

13 APPROVED:

Authorized Official on behalf of Pam Stewart
Commissioner of Education

9/25/13
Date of Signing

DOE-200
Revised 02/05

A) Gadsden County School District
District/Agency Name

B) 200-1614A-4CR01 / 14B012
Project Number / TAPS Number

C) 1
Amendment Number

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

D) Total Project Amount Currently Approved	E) Total Project Amount resulting from this Budget Amendment
$ 73,586	$ 73,586

F) Line Item Description

FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE	AMOUNT INCREASE	AMOUNT DECREASE
6100	160	**Salary – Job Development Counselor** (to coordinate services for Career and Technical students) **Performance Measures Addressed:** 2A1, 3A1, 1S1, 2S1, 1A1, 5A1, 5A2 **Permissive Use of Funds Addressed:** 1,2,3,5,6,7,11,12,13,15,16,18 **Required Use of Funds Addressed:** 1,2,3,4,5,6,7,8,9	100%	$1600	
	210	**Benefits – Retirement** **Performance Measures Addressed:** 1A1, 2A1, 3A1, 5A1, 5A2, 1S1, 2S1 **Permissive Use of Funds Addressed:** 1,2,3,5,6,7,11,12,13,15,16,18 **Required Use of Funds Addressed:** 1,2,3,4,5,6,7,8,9		$52	
	220	**FICA – Social Security** **Performance Measures Addressed:** : 1A1, 2A1, 3A1, 5A1, 5A2, 1S1, 2S1 **Permissive Use of Funds Addressed:** 1,2,3,5,6,7,11,12,13,15,16,18 **Required Use of Funds Addressed:** 1,2,3,4,5,6,7,8,9		$52	
	230	**Insurance Benefits – Life/Dental** **Performance Measures Addressed:** : 1A1, 2A1, 3A1, 5A1, 5A2, 1S1, 2S1 **Permissive Use of Funds Addressed:** 1,2,3,5,6,7,11,12,13,15,16,18 **Required Use of Funds Addressed:** 1,2,3,4,5,6,7,8,9		$61	
	240	**Workers Compensation** **Performance Measures Addressed:** : 1A1, 2A1, 3A1, 5A1, 5A2, 1S1, 2S1 **Permissive Use of Funds Addressed:** 1,2,3,5,6,7,11,12,13,15,16,18 **Required Use of Funds Addressed:** 1,2,3,4,5,6,7,8,9		$11	
5300	730	**Fees/Dues**			$888
6400	330	**Travel**			$888
				$1,776.00	$1,776.00
				Total	**Total**

Florida Department of Education
Project Award Notification Proj 4221240-4221248

1 **PROJECT RECIPIENT** Gadsden County School District	2 **PROJECT NUMBER** 200-2124A-4CB01
3 **PROJECT/PROGRAM TITLE** Title I Part A Education of Disadvantaged Children & Youth **TAPS 14A001**	4 **AUTHORITY** **84.010A Title I, Part A, Basic**
5 **AMENDMENT INFORMATION** Amendment Number: Type of Amendment: Effective Date:	6 **PROJECT PERIODS** Budget Period: 07/01/2013 - 06/30/2014 Program Period: 07/01/2013 - 06/30/2014
7 **AUTHORIZED FUNDING** Current Approved Budget: $ 2,861,647.00 Amendment Amount: Estimated Roll Forward: $ 500,000.00 Certified Roll Amount: Total Project Amount: $ 3,361,647.00	8 **REIMBURSEMENT OPTION** Federal Cash Advance

9 **TIMELINES**

- Last date for incurring expenditures and issuing purchase orders: 06/30/2014
- Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2014
- Last date for receipt of proposed budget and program amendments: 05/31/2014
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:

10 **DOE CONTACTS** **Program**: Sonya Morris Phone: (850) 245 - 9614 Email: Sonya.Morris@fldoe.org **Grants Management**: Unit A (850) 245-0496 **Comptroller's Office** (850) 245-0401	11 **DOE FISCAL DATA** DBS: 40 90 20 EO: 97 Object: 720035

12 **TERMS AND SPECIAL CONDITIONS**

- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs.
- For federal cash advance projects, monthly expenditures must be submitted to the Comptroller's Office by the 20th of each month for the preceding month's disbursements utilizing the On-Line Disbursement Reporting System.

13 **APPROVED:**

Sonya H. Morris
Authorized Official on behalf of Pam Stewart
Commissioner of Education

10/7/13
Date of Signing

DOE-200
Revised 02/05

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7C

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Program Cost Report for 2012-2013

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the 2012-2013 Program Cost Report that must be submitted to the Florida Department of Education in accordance with state statute.

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Purchase Order for Copier

DIVISION: Head Start

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order to lease copy machines districtwide for 2013-2014:

Vendor	PO #	Amount	Fund
Konica Minolta	185807	$2,855.88	420 Head Start

FUND SOURCE: Federal Projects 420 Fund – Head Start

AMOUNT: $2,855.88

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business and Finance

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 10/10/13

PURCHASE ORDER NO. 185807

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VK05050000

KONICA MINOLTA BUS SOL USA INC
500 DAY HILL ROAD
WINDSOR CT CT 06095

SHIP TO THIS ADDRESS

HEAD START/PK SB GADSDEN CO
500 WEST KING ST
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
	Bonnie Ward	

Bd Apprvd: _____ NEW S#

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
	SOFC#60	0-000-11-1 REPL-A0ED012003418		
1	LEASE	BIZHUB C284E (1-12/36MO LEASE)	1024.92	1024.92
		COLOR COPIER/PRNTER/SCANR/FAX		
1		DF-624 DOC FEEDER (100PG)	142.92	142.92
1		DK-510 STORAGE CABINET	19.44	19.44
1		FS-534 MULTI-POS STPLR/SORTR	162.48	162.48
1		FK-511 FAX KIT	93.72	93.72
	LEASE	BILL ANNUAL X 1 = $1,443.48		
	MAINT	BILL QUARTERLY CPC PRGM		
1	ALLOWNC	36,000/YR 3,000/MO BW$.0059CPC	212.40	212.40
1	ALLOWNC	24,000/YR 2,000/MO CL$.0500CPC	1200.00	1200.00
	PICKUP@	HEADSTART @500 KING ST QCY,FL		
			TOTAL	2,855.88

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. **[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked.** This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of $10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	2,855.88		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
420	7900	360	9026	4210959		2855.88		
	✓	✓		✓				

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Purchase Orders from General Fund

DIVISION: Specific Schools

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders:

VENDOR	PURCHASE ORDER	AMOUNT	FUND
Sport Supply Group, Inc.	185872	$7,901.89	110
Sport Supply Group, Inc.	185889	4,547.94	110
Dell Marketing	185854	7,435.10	110

FUND SOURCE: General Fund

AMOUNT: $19,884.93

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

C

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 10/24/13

PURCHASE ORDER NO. 185872

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

Scanned 10/25

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS16590000

SPORT SUPPLY GROUP, INC.
P O BOX 660176
DALLAS TX 75266

SHIP TO THIS ADDRESS

EAST GADSDEN HIGH SCHOOL
27001 BLUE STAR HWY
HAVANA FL 32333

PRINCIPAL / SUPERVISOR | COMPTROLLER Bonnie Ward | SUPERINTENDENT

US COMMUNITIES C#10-JLH-001

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
17	553390/	&553391 NIKE KENTUCKY STYLE HOME UNIFORMS, W/2 COLOR PRINT	86.00	1462.00
17	553390/	&553391 NIKE KENTUCKY STYLE AWAY UNIFORMS, W/2 COLOR PRINT	86.00	1462.00
17	509142/	&392949 NIKE-PRINTED PRACTICE	48.95	832.15
17	43633	NIKE-EMBROIDERD L/S SHOOTING	35.75	607.75
24	NKBA323	3 NIKE-M BRASILLIA DUFFEL BAGS	22.50	540.00
24	535632/	535635 NIKE-EMBR TEAM WARMUPS	84.00	2016.00
1	G-RATED	GATORADE -PERFORMANCE PKG	195.00	195.00
6	1335552	SPALDING - MENS LEGACY BSKTBAL	40.99 ~~48.00~~	~~278.00~~ 245.9
15	1336016	SPALDING - MENS CLASSIC BSKBAL	36.07 ~~39.95~~	~~599.25~~ 541.0
		SHIPPING-FREE		
			TOTAL	7,901.89 ~~7,990.15~~

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. **[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked.** This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of $10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
110	5100	510	0071	1104880	103	~~7,990.15~~	
						7,901.89	

VENDOR

C

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 10/24/2013

PURCHASE ORDER NO. 185889

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

scanned 10/25

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR V S16590000

SPORTS SUPPLY GROUP, INC. / BSN
P O Box 660176
DALLAS TX 75266

SHIP TO THIS ADDRESS

EAST GADSDEN HIGH SCHOOL
27001 BLUE STAR HWY
HAVANA FL 32333

PRINCIPAL / SUPERVISOR | COMPTROLLER Bonnie Wood | SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		US COMMUNITIES C#10-JLH-001		
17	lb500w	Spalding - Womens TF500 Basketballs	20.50	348.50
3	1335569	Spalding - Womens Legacy Basketballs	40.99	122.97
1	mccrt16w	BSN - 16 Ball Wide Ball Cart	37.99	37.99
40	bbpc1	Twin City Crew Socks	6.00	240.00
1	1375584	Cramer - Equiped Jr. First Aid Kit Soft	160.99	160.99
2	msqtpack	BSN - 6pack water bottles quart sz=12 bottles	9.50	19.00
2	21023803	BSN - Water Bottle Carriers	9.50	19.00
1	1299786	Portable Large Playmaker Dry Erase Board	31.99	31.99
35	4900/3705	Augusta - Embroidered Revolution Warmups	71.50	2502.50
15	nk509171	Nike - Front Court Game Uniforms w/2 color print	71.00	1065.00
********	note:	Nike offers $1,000 Free Products w/purchase of Uniforms		

TOTAL $4547.94

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. **[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked.** This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of $10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR — TOTAL $4547.94

FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	FINANCE DEPT USE EXPENDITURE
110	5100	510	0071	1104290		4547.94	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 10/17/13

scanned 10/18

PURCHASE ORDER NO. 185854

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VD04220000

DELL MARKETING LP
ONE DELL WAY
ROUNDROCK TX 76884

SHIP TO THIS ADDRESS

CARTER PARRAMORE ACADEMY
631 SOUTH STEWART ST
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
	Bonnie Wood (mgh)	

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTEN: KEITH DOWDELL		
	WSCA	250WSCA10ACS;B27160		
		QUOTE:662278755		
6	RM-28	DELL OPTIPLEX 3010 DESKTOP	743.51	4461.06
4	RM-40	DELL OPTIPLEX 3010 DESKTOP	743.51	2974.04
	NOTE:	PVT DONOR/SPONSOR		
		LEAP OF FAITH MINISTRIES		
		NANCY GEE 590-6402		

PAY TERMS: NET 30 TOTAL 7,435.10

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. **[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked.** This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of $10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	7,435.10 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
110	5100	644	0231	1109990	100	7435.10	
		✓	✓	✓			
	Rec. Ck # 1116		10/18/13	Receipt # 369507			
	JE # 800065						

VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEM: Federal Programs Purchase Orders

DIVISION: Federal

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

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

Vendor	PO #	Fund	Amount
Performance Matters	185874	420	$50,188.00
Pivotal Point Enterprises	185877	420	$7,500.00
PSTB Consulting, LLC	185878	420	$40,000.00
Capital City Consultants	185908	420	$8,010.00
Sebit, LLC	185941	420	$1,800.00
Knicely, Joseph - CPA	185944	420	$10,000.00
Impulse Technology	185845	420	$2,500.00
Warford, James M.	185985	420	$12,000.00

FUND SOURCE: Title I

AMOUNT: $131,998.00

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 _____

This form is to be duplicated on light blue paper.

DATE
10/24/13

...ARD OF GADSDEN COUNTY

PURCHASE ORDER NO.
185874

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

FL SALES TAX EXEMPTION # 85-8012621915C-2 SAMS ✓ FEDERAL ID # 59-6000615

VENDOR VP06650000

PERFORMANCE MATTERS, LLC.
1600 LEE ROAD
WINTER PARK FL 32789

SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
Appvd:		R. RAYNAK/JT		
Note: Gadsdens Hosting Svc Agmnt 2012-2015 first apvd 05/22/12(8e.) see attached				
1		ADMS ASSESSMENT & DATA MANAGEMENT SYSTEM FASTE FORMATIVE ACTION SYSTEM FOR TEACHER EFFECTIVENESS JULY 1, 2013- JUNE 30, 2014	50188.00	50188.00

PAY TERMS: NET 30 TOTAL 50,188.00

All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR TOTAL 50,188.00

FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	FINANCE DEPT USE EXPENDITURE
420	6400	360	0201	4221245		6488.09	
420	6400	360	0141	4221245		4253.86	
420	6400	360	0091	4221245		4796.64	
420	6400	360	0061	4221245		2082.75	
420	6400	360	0041	4221245		6412.35	
420	6400	360	0191	4221245		2953.72	
420	6400	360	0171	4221245		2915.85	
420	6400	360	0211	4221245		6589.07	
420	6400	360	0151	4221245		2044.88	
110	6400	360	0101	1109990		1325.38	
420	6400	360	0231	4221245		1136.05	
420	6400	360	0051	4221245		3812.07	
420	6400	360	0071	4221245		5377.29	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 10/24/13

PURCHASE ORDER NO. 185877

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VP09220000

PIVOTAL POINT ENTERPRISES, INC
3209 ALDENWOOD LANE
TALLAHASSEE FL 32303

SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR | COMPTROLLER | SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
		BOARD APPROVED / /		
		WHAT: SERVICES TO PROVIDE ACT TEST PREPARATION FOR STUDENTS WHO ARE AT-RISK FOR NOT GRADUATING DUE TO THE FCAT.		
		WHEN: OCT. 29,31, NOV. 5,7,14,19,21 DEC. 3,5,10 TUES. & THURS. 3:00-4:30 PM FOR 5 WEEKS WITH 1 1/2 HOUR CLASSES		
25		FEES: $20HR X 15HRS = $300 - 25 STDN (NOT TO EXCEED $7500.00)	300.00	7500.00
			TOTAL	7,500.00

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	7,500.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	6400	390	0071	4221240		7500.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 0/24/13

PURCHASE ORDER NO. 185878

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VP15280000

PSTB CONSULTING, LLC.
DR. JAMES W. BROWN
3001 BYINGTON CIRCLE
TALLAHASSEE FL 32303

SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		apvl: _____ ATTN: ROSE RAYNAK/DM		
		;inal RFP awarded 09/07/12, & GCSB mtg 09/22/12 allows: +1 yr extension x 3		
		attached Letter of extension agmnt		
		BOARD APPROVED / /		
		WHAT: PROFESSIONAL & TECHNICAL SVCS TO PROVIDE PROGRAM REVIEW & ONGOING TECHNICAL ASSISTANCE TO TITLE I SCHOOL PRINCIPAL W/THEIR SIP GOALS FOR THE YEAR WILL ALSO PROVIDE SUMMATIVE EVALS OF THE TITLE I PART A & SIP FOR 13-14 SY, PLUS RELEVNT & NECESSARY TRAVEL EXPENSES.		
1		WHEN: NOV. 29, 2013-JUNE 30, 2014	40000.00	40000.00
			TOTAL	40,000.00

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	40,000.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	6300	310	9001	4221240		40000.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 10/31/13

PURCHASE ORDER NO. 195908

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

FL SALES TAX EXEMPTION # 85-8012621915C-2 SAMS ✓ FEDERAL ID # 59-6000615

VENDOR VC02540000

CAPITAL CITY CONSULTANTS, LLC
2910 KERRY FOREST PKWY
SUITE D4-278
TALLAHASSEE FL 32309

SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
		WHAT: PROFESSIONAL & TECHNICAL SVCS FOR 21ST CCLC PROGRAMS AT EGH GWM, HES & GBE SCHOOLS. WILL PROVIDE DEVELOPEMENT OF EVALUATION PLAN, FORMATIVE EVALUATION, ANALYSIS OF PRGMS.		
		WHEN: 10/14/13-6/30/14		
180		FEES: $44.50/HR @ 180 HRS (WITH TIME & EFFORT LOGS, NOT TO EXCEED $8010.00)	44.50	8010.00

PAY TERMS: NET 30 TOTAL 8,010.00

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR FUND	FUNCTION	OBJECT	CENTER	PROJECT	TOTAL PROGRAM	8,010.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
420	6400	310	0071	4224442		3000.00	
420	6400	310	0141	4224442		3000.00	
420	6400	310	0041	4224445		1010.00	
420	6400	310	0091	4224445		1000.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/06/13

PURCHASE ORDER NO. 185941

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VA02980000

SEBIT, LLC.
ADAPTIVE CURRICULUM
1475 N SCOTTSDALE S-120
SCOTTSDALE AR 85257

SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		ATTN: ROSE RAYNAK/DM		
	WHAT:	SOLE SOURCE VENDOR ADDITIONAL LICENSES FOR HIGH SCHOOL FOR ADAPTIVE CURRICULUM A RIGOROUS STANDARDS BASED INTERACTIVE E-LEARNING PLTFORM FOR MATH/SCIENCE REMEDIATION & ACCELERATION. PREPARES THEM FOR THE EOC EXAMS AND CAN BE USED WITH WHITE BOARDS. IT INCLUDES TEACHER GUIDES, LESSN PLANS, QUIZES & ASSESSMENTS		
100	FEES:	100 @ $18.00 EACH	18.00	1800.00
			TOTAL	1,800.00

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	1,800.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	5100	360	0071	4224442	100	1800.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/06/13

PURCHASE ORDER NO. 185944

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VK04645000

KNICELY, JOSEPH CPA
3407 TALLAVANA TRAIL
HAVANA FL 32333

SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

Bd. Apvd: _____ R. RAYNAK/JT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
1		PROFESSIONAL CONSULTING AND PROGRAM TECHNICAL ASSISTANCE SERVICE TO ASSIST GCSB IN MEETING AND MAINTAINING PROGRAM COMPLIANCE FOR TITLE I PROGRAMS. RECOMMENDED BY FDOLE WHEN DISTRICT WAS CITED FOR MULTIPLE INFRACTIONS OF COMPLIANCE NOVEMBER 2013- JUNE 30, 2014	10000.00	10000.00

PAY TERMS: NET 30 TOTAL 10,000.00

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	10,000.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
420	6300	310	9001	4221240		10000.00	

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 10/14/13

PURCHASE ORDER NO. 185845

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR V100960000

IMPULSE TECHNOLOGY, INC.
621 W KING STREET
QUINCY FL 32351

SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		R. RAYNAK/JT		
1		PROVIDE COMPUTER TRAINING METHODS TO PARENTS TO GATHER FAMILIARITY WITH THE USER INTERFACE AND FUNCTIONS TO MAINTAIN A LEVEL OF PROFICENCY AND TO LEARN THE CAPABILITIES OD FEATURES THAT WILL INCREASE THEIR SKILLS SET LEVEL IN MICROSOFT OFFICE 2007 OCT 26, NOV 2, 9, 16 2013	2500.00	2500.00

PAY TERMS: NET 30 TOTAL 2,500.00

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	2,500.00		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
420	5900	390	0091	4224445		1250.00		
420	5900	390	0041	4224445		1250.00		

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/13/13

PURCHASE ORDER NO. 185985

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VW03050000

WARFORD, JAMES M.
1443 N 20TH ST.
WASHOUGAL WA 98671

SHIP TO THIS ADDRESS

FED PRGMS-SCHOOL BOARD GADSDEN
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

Bd Apvd: _____ ATTN: ROSE RAYNAK/DM

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		PREFERRED VENDOR WHAT: SERVICES TO PROVIDE COMMON CORE AND LAPTOP TEACHER TRAININGS TO INFUSE TECHNOLOGY INTO THE CLASSROOMS. WHEN: FEBRUARY 17-21, 2014		
1		FEES: 5 CONSECUTIVE TRAININGS (EXPENDITURES TO INCLUDE MEALS HOTEL, FLIGHT - NOT TO EXCEED $3,500.00)	12000.00	12000.00

PAY TERMS: NET 30 TOTAL 12,000.00

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	12,000.00		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
420	6300	310	9001	4221245		12000.00		

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8d

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Purchase Orders for School Food Service Program

DIVISION: School Food Service

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase orders for the 2013-2014 School Food Service Program:

Vendor	PO #	Amount	Fund
U.S. Foods – Off Bid Purchases	185491	$11,000.00	410
Central Restaurant Products	185474	10,491.34	410
Central Restaurant Products	185475	4,051.76	410
Central Restaurant Products	185476	2,906.31	410

FUND SOURCE: School Food Service Fund 410

AMOUNT: $28,449.41

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business and Finance

DATE SFS

08/16/13

THE SCHOOL BOARD OF GADSDEN COUNTY

PURCHASE ORDER NO.

185491

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR FU02525000

U S FOODS - PORT ORANGE DIV
OFF BID ACC# 00792895
5425 S WILLIAMSON BLVD
PORT ORANGE FL 32124

SHIP TO THIS ADDRESS

SCHOOL FOOD SVC-GADSDEN CO
203-A MARTIN LUTHER KING JR BL
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT
Paula Milton	Bonnie Ladd	

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		US FOOD-OFF BID PURCHASES 1314		
SAM ✓				
Bd Apvd: _____		SPECIAL ACCOUNT		
		OFF BID PURCHASES FOR LIMITED		
		ITEMS...ITEMS NOT BID BUT		
		NECESSARY FOR OUR FOOD SVC PGM		
1	SPECIAL	OFF BID FOOD ITEMS	6000.00	6000.00
1		OFF BID NON-FOOD ITEMS	5000.00	5000.00
	NOTE:	ONLY AUTHORIZED PURCHASER IS		
		PAULA MILTON, FS PDIR WHO WILL		
		ORDER AND DISTRIBUTE GOODS.		
	SPECIAL	DELIVER TO WHSE...NOT KITCHENS		

TOTAL 11,000.00

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	11,000.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
410	7600	570	9004	0750		6000.00	
410	7600	510	9004	0750		5000.00	
✓	✓	✓	✓	✓			
		9					

ENCUMBRANCE

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 08/16/13

PURCHASE ORDER NO. 185474

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VC0559000	**SHIP TO THIS ADDRESS**
CENTRAL RESTAURANT PRODUCTS 7750 N GEORGETOWN RD INDIANAPOLIS IN 46268	STEWART STREET ELEMENTARY 749 SOUTH STEWART STREET QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		GSA# GS-07F-0080V		
	NOTE:	CALL BEFORE DELIVERY: BRUCE JAMES (850)339-2631		
1		W565-KH3CR96B SHELLEYGLAS HOT/COLD UNIT 96", 3 HOT/1COLD, CUSTOM	9982.98	9982.98
1		FREIGHT	508.36	508.36
	DELIVER	STEWART STREET ELEM SCHOOL 749 S. STEWART ST. QUINCY, FL 32351		
			TOTAL	10,491.34

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	10,491.34		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
279	7400	641	0201	0999		10491.34		

UTILITY

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 02/16/13

PURCHASE ORDER NO. 195475

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VC0559000

CENTRAL RESTAURANT PRODUCTS
7750 N GEORGETOWN RD
INDIANAPOLIS IN 46268

SHIP TO THIS ADDRESS

GRETNA ELEMENTARY
706 MARTIN LUTHER KING JR
GRETNA FL 32332

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		GSA# GS-07F-0080V		
	NOTE:	CALL BEFORE DELIVERY: BRUCE JAMES (850)339-2631		
1		W560-FN2B60336143 SPECMASTER SINK, 3 COMP,S/S 36" L&R DBRDS, 28X20 BOWL	3410.44	3410.44
2		W560-301002 FAUCET, 14", SPLASH MOUNT, 8" CENTERS, HEAVY DUTY	236.48	472.96
1		FREIGHT	168.36	168.36
	DELIVER	GRETNA ELEM SCHOOL 706 M.L.KING BLVD. GRETNA, FL 32332		
			TOTAL	4,051.76

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. **[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked.** This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of $10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	4,051.76		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
379	7400	641	0171	0999		4051.76		

UTILITY

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 06/16/13

PURCHASE ORDER NO. 185476

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VC05590000	**SHIP TO THIS ADDRESS**
CENTRAL RESTAURANT PRODUCTS 7750 N GEORGETOWN RD INDIANAPOLIS IN 46268	CHATTAHOOCHEE ELEMENTARY 335 MAPLE STREET CHATTAHOOCHEE FL 32324

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		GSA# GS-07F-0080V		
	NOTE:	CALL BEFORE DELIVERY: BRUCE JAMES (850)339-2631.		
1		227-272-SS-SS 49"W FORCED AIR MILK COOLER, 17.28CU FT,ALL STAINLESS STEEL TYPE/COLOR: STAINLESS STEEL	2483.37	2483.37
1		FREIGHT	422.94	422.94
	DELIVER	CHATTAHOOCHEE ELEM SCHOOL 335 MAPLE ST CHATTAHOOCHEE, FL 32324		
			TOTAL	2,906.31

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	2,906.31		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
379	7400	641	0151	0999		2906.31		

UTILITY

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8e

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Purchases for Maintenance

DIVISION: Maintenance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested to purchase the following maintenance items for 2013-2014. As the attached Vendor Invoice Scans indicate, one vendor has exceeded the Board established threshold of $15,000.00.

Vendor	Amount	Fund
Engineered Cooling Services	$9,789.00	110 Maintenance
Mike Bryant	350.00	110 Grounds Maintenance
Mike Bryant	125.00	110 Grounds Maintenance
Grounds Maintenance Services	650.00	110 Grounds Maintenance
Grounds Maintenance Services	875.00	110 Grounds Maintenance
Grounds Maintenance Services	750.00	110 Grounds Maintenance
Grounds Maintenance Services	1,695.00	110 Grounds Maintenance
Don Bell Signs	715.77	110 Maintenance

FUND SOURCE: General Fund

AMOUNT: $14,949.77

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business and Finance

Engineered Cooling Services

A Service Logic Company

2801 n. davis highway • pensacola, fl 32503

Invoice

School Board of Gadsden County
35 Martin Luther King Jr., Blvd.

Quincy, FL 32351

Invoice Number:	JC4610
Date:	10/2/2013
Customer No.:	02058
Customer PO No.:	

Job No.: 13-1471

Job Address:
1210 Kemp Rd.

Havana, FL 32333

Description

Necessary labor, materials and expenses to drain and disassemble the plate heat exchanger, clean scale from plates, re-assemble using new gaskets and put heat exchanger back in service at the Havanna Middle School

10/16/13

*** EMERGENCY REPAIRS/EQUIPMENT FAILURE

APPROVED BY: Wayne Shepard DATE: OCT. 14, 2013
DIRECTOR OF FACILITIES

110-8100-350-0061-1101379

Supt. was notified.

Amount Due: $9,789.00

Thank You For Your Business
If you have any questions regarding this invoice please call.
phone 850.432.7656

PLEASE REMIT TO:
ENGINEERED COOLING SERVICES - 2801 NORTH DAVIS HWY, PENSACOLA, FL 32503
fax 850.549.4037

Backhoe
Front End Loader
Harrowing
Bush Hog
Grading
Hauling
Firewood

Mike Bryant

Backhoe, Tractor Work & Lawn Care

149 Ranch Road
Quincy, Florida 32351
Office: 875-4563 • Cellular: 509-2110

INVOICE

No. 4581

√ B129

Customer's Order No. | Phone No. | Date 10-30-13 | Helper | Date

Bill To Gadsden Co School Bd | Order Taken By

Address

City / State / Zip Quincy FL

Job Name & Location

Work Ordered By

DESCRIPTION OF WORK

Weed and Spray Mulch for playground area at E-P

APPROVED BY: Wayne Shepard DATE: 11-6-2013
DIRECTOR OF FACILITIES

110-8100-350-0231 ~~-0465~~
1104650

	Total Materials
	Total Labor
Thank You for Your Business	Tax
☐ No One Home — Date Completed:	Total Amount $ 350.00

Backhoe
Front End Loader
Harrowing
Bush Hog
Grading
Hauling
Firewood

Mike Bryant

Backhoe, Tractor Work & Lawn Care

149 Ranch Road
Quincy, Florida 32351
Office: 875-4563 ♦ Cellular: 509-2110

INVOICE

No. 4582

√B129

Customer's Order No. | Phone No.

Date 10-30-13

Helper | Date

Bill To

Address

Order Taken By

City / State / Zip

Job Name & Location

Work Ordered By

DESCRIPTION OF WORK

Haul Top Soil & ~~Mulch~~ Compost
away at George Munroe

APPROVED BY: Wayne Shepard DATE: 11-6-2013
~~DIRECTOR OF FACILITIES~~

110-8100-350-0041-~~0465~~
1104650

	Total Materials
	Total Labor
Thank You for Your Business	Tax
☐ No One Home — Date Completed:	Total Amount $ 125.04

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/06/13

PURCHASE ORDER NO. 185950

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VG10860000

GROUNDS MAINTENANCE SERVICES
736 HAVANA HIGHWAY
QUINCY FL 32351

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
1		RECONDITIONING BASEBALL AND SOFTBALL FIELDS AT WEST GADSDEN HIGH SCHOOL.	650.00	650.00

PAY TERMS: NET 30 TOTAL 650.00

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	650.00	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
110	8100	350	0051	1101379		650.00	
		✓					

VENDOR

Grounds Maintenance Services Inc.
736 Havana Hwy
Quincy, FL 32352

Invoice

Date	Invoice #
10/31/2013	13732

VG1086

Bill To
Gadsden County Schools

Terms	Due Date
Net 15	11/15/2013

Description	Amount
WEST GADSDEN BASEBALL, SOFTBALL AND BAND FIELDS, MOWING FIELDS WITH REEL MOWER, Service dates are 8-24,31. 9-7,14 and 21.	875.00

APPROVED BY: Wayne Shepard DATE: 11-6-2013
DIRECTOR OF FACILITIES

110-8100-350-0051-0465

13732 WG SB, Bd 8-9

Total $875.00

Phone #
850-627-3939

E-mail
gmsi@tds.net

Grounds Maintenance Services Inc.
736 Havana Hwy
Quincy, FL 32352

Invoice

Date	Invoice #
10/31/2013	13735

Bill To
Gadsden County Schools

Terms	Due Date
Net 15	11/15/2013

Description	Amount
WEST GADSDEN FOOTBALL FIELD MOWING FOOTBALL FIELD. Service dates 8-26,29, 9-2,5,9,12,16,19,23,26.	750.00

APPROVED BY: Wayne Shepard DATE: 11-6-2013
DIRECTOR OF FACILITIES

110-8100-350-0051-0465

13735 WG FF 826-926

Total $750.00

Phone #
850-627-3939

E-mail
gmsi@tds.net

Grounds Maintenance Services Inc.
736 Havana Hwy
Quincy, FL 32352

Invoice

Date	Invoice #
10/31/2013	13653

Bill To
Gadsden County Schools

Terms	Due Date
Net 15	11/15/2013

Description	Amount
EAST GADSDEN HIGH FOOTBALL FIELD MOWING FOOTBALL FIELD. Service dates are 8-19,22,26,29. 9-2-9,12,16,19,23,26.	825.00
EAST GADSDEN HIGH FOOTBALL PRACTICE FIELD. MOWING FIELD. Service dates are 8-29. 9-12,19,	150.00
EAST GADSDEN HIGH TRACK AREA AT FOOTBALL FIELD MOWING INSIDE 4FT. FENCE. Service dates are 8-29, 9-12,26.	120.00
EAST GADSDEN HIGH BASEBALL AND SOFTBALL FIELDS MOWING FIELDS. Service dates are 8-24,31. 9-5,14,21,28.	600.00

APPROVED BY: Wayne Shepard DATE: 11-6-2013
DIRECTOR OF FACILITIES

110-8100-350-0071-0465

13653 EGHS AllFlds 8/9-9/28

Total $1,695.00

Phone #
850-627-3939

E-mail
gmsi@tds.net

Don Bell Signs, LLC
365 Oak Place
Port Orange FL 32127
800 824-0080

License: Florida ES#0000146

Service Invoice

Invoice#: 22482

Date: 09/30/2013

Billed To: GADSDEN HIGH SCHOOL
27001 BLUE STAR MEMORIAL HWY
ACCOUNTS PAYABLE
HAVANA FL 32333

ATTN: STEVEN

Project: EAST GADSDEN HIGH SCHOOL
27001 BLUE STAR MEMORIAL HWY
HAVANA FL 32333

Scheduled: 08/19/2013 **Employee:** 9999 **Completed:**09/18/2013

P.O. Number:

Assembly#	Part#	Description	Quantity	Price	Ext Price	Sales Tax
	50320	ELECTRONIC SERVICE	2.0000	105.000000	210.00	N
	50120	TRAVEL/DELIVERY	5.0000	89.000000	445.00	N
	130800	NEW POW SUP S-150-5	1.0000	60.769950	60.77	N

Notes:

08/19/2013 - UNABLE TO CONNECT WITH THE MESSAGE CENTER.
TRIED TO RESET BUT ONLY GOT RANDOM DOTS ON THE DISPLAY.
CALLED IN BY STEVEN - 850-662-2300

09/08/2013 - TECH NOTES: ARRIVED AT LOCATION AND REPLACED (1) BAD 5V POWER SUPPLY THAT POWERS THE H21 CONTROLLER IN THE SIGN. UPDATED SIGN TO COMPLETE ALL REPAIRS.

ASK ABOUT OUR DISCOUNTED MONTHLY MAINTENANCE PROGRAMS.

A service charge of 0.00 % per annum will be charged on all amounts overdue on regular statement dates.

Thank you for your prompt payment!

Non-Taxable Amount:		715.77
Taxable Amount:		0.00
Sales Tax:		0.00
Discount:	0.00	
Amount Due		**715.77**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8f

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Purchase Order for Custodial Supplies

DIVISION: Maintenance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the following purchase order to purchase custodial supplies for 2013-2014:

Vendor	PO #	Amount	Fund
SPA Concepts, Inc.	185816	$11,820.00	110 General Fund

FUND SOURCE: General Fund

AMOUNT: $11,820.00

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business and Finance

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 10/10/13

PURCHASE ORDER NO. 185816

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS16130000

SPA CONCEPTS, INC.
8141 PRESERVATION RD
TALLAHASSEE FL 32312

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		BEST QUOTE FOR CAN LINERS FOR THE 2013-2014 SCHOOL YEAR. TO BE USED DISTRICT WIDE		
350		38"X58", 1.5 MIL,BLACK,5/20CS	18.95	6632.50
250		24"X33",8 MIC, HIGH DENSITY, 50/RL-20/RL CASE (1000 CS)	20.75	5187.50

TOTAL 11,820.00

PAY TERMS: NET 30

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR FUND	FUNCTION	OBJECT	CENTER	PROJECT	TOTAL PROGRAM	11,820.00 AMOUNT	FINANCE DEPT USE EXPENDITURE
110	7900	510	9001	1104250		11820.00	

MAINTENANCE DEPARTMENT

SCHOOL BOARD OF GADSDEN COUNTY

PLUMBING
ELECTRICAL

CARPENTRY
HVAC

806 SOUTH STEWART STREET, QUINCY, FLORIDA 32351 · (850) 627-9888 · FAX: (850) 875-8795

S1613

To: AJ @ Sanitation Products of America

Fax: (850) 575-4964

From: Tony Britt
(850) 875-8795 fax (850) 743-9287 cell

Re: Request for quote/can liners

Date: September 30, 2013

Please fax a quote for the following can liners. **Deadline for quote is Friday, October 4, 2013 by 12 noon.** If you are not interested in submitting a quote, return this form indicating "Not Interested". **Product must meet or exceed the specifications.** Quote must include all handling and freight charges as well as estimated delivery date.

1) 350 cases, 38" x 58", 1.5 MIL, black, pack 5/20 (100 per case)
Minimum case weight 22lbs. #18.95/cs # 6632-50

2) 250 cases, 24" x 33", 8 MIC, high density, pack 50/rl-20rl/cs (1000 per case)
Minimum case weight 16lbs. #20.75/cs # 5187-50

MAINTENANCE DEPARTMENT

SCHOOL BOARD OF GADSDEN COUNTY

PLUMBING
ELECTRICAL

CARPENTRY
HVAC

805 SOUTH STEWART STREET, QUINCY, FLORIDA 32351 · (850) 627-9888 · FAX: (850) 875-8795

To: Osceola Supply Attn: Ezzie

Fax: (850) 580-8001

From: Tony Britt
(850) 875-8795 fax (850) 743-9287 cell

Re: Request for quote/can liners

Date: September 30, 2013

Please fax a quote for the following can liners. **Deadline for quote is Friday, October 4, 2013 by 12 noon.** If you are not interested in submitting a quote, return this form indicating "Not Interested". **Product must meet or exceed the specifications.** Quote must include all handling and freight charges as well as estimated delivery date.

1) 350 cases, 38" x 58", 1.5 MIL, black, pack 5/20 (100 per case)

Minimum case weight 22lbs. $21.95

2) 250 cases, 24" x 33", 8 MIC, high density, pack 50/rl-20rl/cs (1000 per case)

Minimum case weight 16lbs. $21.25

MAINTENANCE DEPARTMENT

SCHOOL BOARD OF GADSDEN COUNTY

PLUMBING
ELECTRICAL

CARPENTRY
HVAC

805 SOUTH STEWART STREET, QUINCY, FLORIDA 32351 · (850) 627-9688 · FAX: (850) 875-8796

To: Jerry @ Aero Maintenance

Fax: (850) 576-2932

From: Tony Britt
(850) 875-8795 fax (850) 743-9287 cell

Re: Request for quote/can liners

Date: September 30, 2013

Please fax a quote for the following can liners. **Deadline for quote is Friday, October 4, 2013 by 12 noon.** If you are not interested in submitting a quote, return this form indicating "Not Interested". **Product must meet or exceed the specifications.** Quote must include all handling and freight charges as well as estimated delivery date.

1) 350 cases, 38" x 58", 1.5 MIL, black, pack 5/20 (100 per case)

Minimum case weight 22lbs. 25.90/cs

2) 250 cases, 24" x 33", 8 MIC, high density, pack 50/rl-20rl/cs (1000 per case)

Minimum case weight 16lbs. 22.90/cs

Aero Maintenance Supply
P.O. Box 20931
Tallahassee, FL 32316
Tel. (850) 576-2969

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Capital Outlay Purchase Orders

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is request for the following purchase orders:

PO 185946	Shaw Industries, Inc.	$2,538.36
PO 185947	Shaw Industries, Inc.	$5,041.44
PO 185948	Shaw Industries, Inc.	$2,043.95
PO 185949	Shaw Industries, Inc.	$8,396.42
PO 185951	Shaw Industries, Inc.	$15,186.94

FUND SOURCE: Capital Improvements Fund

AMOUNT: $33,207.11

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/06/13

PURCHASE ORDER NO. 185946

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS07850000

SHAW INDUSTRIES INC
MAIL DROP - 999
4700 COLLECTIONS CNTR DR
CHICAGO IL 60693

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		NJPA CONTRACT#022712-SII		
		ACS 360-240-12-1-NJPA		
		58.66 SY CARPET IN		
1		ASSESSMENT & TESTING CENTER	1198.42	1198.42
1		INSTALLATION	304.50	304.50
		MISC. MATERIALS NEEDED FOR		
		INSTALL, NEW BASE, TRANSITIONS		
		CARPET REMOVAL & DISPOSAL,		
1		FURNITURE MOVING.	909.68	909.68
1		FREIGHT	125.76	125.76

PAY TERMS: NET 30 TOTAL 2,538.36

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	2,538.36		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
379	7400	682	9001	0999		2538.36		

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/06/13

PURCHASE ORDER NO. 185947

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS07850000

SHAW INDUSTRIES INC
MAIL DROP - 999
4700 COLLECTIONS CNTR DR
CHICAGO IL 60693

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		NJPA CONTRACT#022712-SLL		
		ACS 360-240-12-1-NJPA		
		138.66 SY NEW CARPET		
1		AT GADSDEN CENTRAL ACADEMY	2832.82	2832.82
1		INSTALLATION	724.50	724.50
		MISC MATERIALS,CARPET REMOVAL		
		& DISPOSAL, NEW 4" BASE, MOVE		
1		FURNITURE.	1319.09	1319.09
1		FREIGHT	165.03	165.03

PAY TERMS: NET 30 TOTAL 5,041.44

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	5,041.44		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
379	7400	681	0231	0999		5041.44		

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/06/13

PURCHASE ORDER NO. 185948

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS07850000

SHAW INDUSTRIES INC
MAIL DROP - 999
4700 COLLECTIONS CNTR DR
CHICAGO IL 60693

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		NJPA CONTRACT#022712-SII ACS 360-240-12-1-NJPA 53.33 SY CARPET TO BE IN THE OFFICE AT CARTER		
1		PARRAMORE.	1089.53	1089.53
1		INSTALLATION	252.00	252.00
		MISC. SUPPLIES,CARPET REMOVAL AND DISPOSAL, NEW 4" BASE, TRANSITIONS, REMOVING		
1		FURNITURE.	584.13	584.13
1		FREIGHT	118.29	118.29
			TOTAL	2,043.95

PAY TERMS: NET 30

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. **[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked.** This PO is void after one year.
3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of $10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL PROGRAM	2,043.95 AMOUNT	FINANCE DEPT USE EXPENDITURE
FUND	FUNCTION	OBJECT	CENTER	PROJECT			
379	7400	682	0231	0999		2043.95	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/06/13

PURCHASE ORDER NO. 185949

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS07850000

SHAW INDUSTRIES INC
MAIL DROP - 999
4700 COLLECTIONS CNTR DR
CHICAGO IL 60693

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		NJPA CONTRACT#022712-SII ACS 360-240-12-1-NJPA 191.99 SY NEW CARPET TO BE		
1		INSTALLED AT SHANKS MIDDLE.	3922.35	3922.35
1		INSTALLATION	1008.00	1008.00
		MISC. MATERIALS, CARPET REMOVE & DISPOSAL, NEW 4" BASE, MOVE		
1		FURNITURE, TRANSITIONS.	3244.24	3244.24
1		FREIGHT	221.83	221.83

PAY TERMS: NET 30 TOTAL 8,396.42

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
2. **[ ] If box checked and you accept this PO, goods/services & invoice must be received by the District no later than June 15 of the CURRENT YEAR. NO FINANCIAL OBLIGATION continues after June 30 of the CURRENT YEAR if the box is checked.** This PO is void after one year.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	8,396.42		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
379	7400	681	0211	0999		8396.42		

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/06/13

PURCHASE ORDER NO. 185951

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VS07850000

SHAW INDUSTRIES INC
MAIL DROP - 999
4700 COLLECTIONS CNTR DR
CHICAGO IL 60693

SHIP TO THIS ADDRESS

MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		NJPA CONTRACT#022712-SII		
		ACS 360-240-12-1-NJPA		
		341.33 SY CARPET TO BE INSTALL		
		AT GEORGE MUNROE ELEMENTARY		
1		RMS 1,2,4 & 5.	6973.36	6973.36
1		INSTALLATION	1790.25	1790.25
		MISC MATERIALS, CARPET REMOVAL		
		& DISPOSAL, NEW 4" BASE,		
1		TRANSITION, MOVE FURNITURE.	6042.53	6042.53
1		FREIGHT	380.80	380.80

PAY TERMS: NET 30 TOTAL 15,186.94

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	15,186.94		FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT		EXPENDITURE
379	7400	682	0041	0999		15186.94		

VENDOR

NJPA AWARDED CONTRACT

NJPA VENDOR CONTRACT SUMMARY – SHAW CONTRACT GROUP

DATE	RFP #
February 24, 2012	022712
AWARDED CONTRACT NUMBER **022712-SII**	**NJPA RFP TITLE & CATEGORY** Floor Coverings with Related Supplies, Equipment and Services
CONTRACT PERIOD March 20, 2012 through March 19, 2016	**PRICING MODEL** Line item pricing
DESCRIPTION Comprehensive floorcovering solution of products and services. Other options include Turnkey and the ability to use local dealer and installer.	
VENDOR NAME AND ADDRESS Shaw Industries, Inc. 616 E. Walnut Ave. Dalton, GA 30721	**VENDOR CONTACT** Wanda Dunaway 404-966-0791

NJPA CONTRACTS CONSIST OF THE FOLLOWING DOCUMENTS	RELATED CONTRACT DOCUMENTATION
Section 2.4"Contract" as used herein shall mean cumulative documentation consisting of the RFP, and entire Bidder's Response, and fully executed "Acceptance and Award". • Request for Proposal (RFP) • Bid Acceptance & Award • Bidder's Response and Pricing -(copy and paste the link below into your browser) ftp://www.njpacoop.org/ user name: njpaAC password: ph!5z40	• Affidavit of Advertisement • Bid Opening Witness Page • Bid Evaluation • Bid Comment & Review • Board Minutes
DOCUMENTATION OF CONTRACT MAINTENANCE	**ADDITIONAL INFORMATION:**

NJPA INFORMATION

NJPA CONTACT	TITLE
Gordy Thompson	NJPA Contract Manager
PHONE 218-894-5489	**EMAIL** Gordy.thompson@njpacoop.org
ADDRESS 202 12th Street NE, P.O. Box 219, Staples, MN 56479	**WEBSITE** www.njpacoop.org

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8h

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Letter Purchase Orders for Services pursuant to Agreement No. DESF 030928-PAEC

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested to authorize the use of Agreement #030928-PAEC for two Letter Purchase Orders:

1) Interim Coordinator for Drop Out Prevention and Chief Negotiator $54,094.11
2) Interim Reading Program Specialist $41,904.73
3) Interim Administrative Assistant $37,718.52

In accordance with the provisions of the agreement approved by the Board on September 25, 2012, the total cost of the provision of service under the letter purchase orders including the DESF mark up, does not exceed the salary paid for the positions during the 2012-2013 school year.

FUND SOURCE:	General Fund
AMOUNT:	$133,717.36
PREPARED BY:	Bonnie Wood
POSITION:	Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/12/13

PURCHASE ORDER NO. 185972

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VD06110000

DESF OF FLORIDA, LLC.
3015 N SHANNON LAKES DR
SUITE 304
TALLAHASSEE FL 323173935

SHIP TO THIS ADDRESS

GADSDEN COUNTY PUBLIC SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		CONTRACT: 12/06/13--06/30/14		
	BD.APVD	11/19/13 RETENTION OF CRITICALLY NEEDED DROP RETIRES		
	1.	INTERIM PROGRAM SPECIALIST:		
	RETIREE	: SARAH KNIGHT		
7	7MOS	$5,986.39 NT EXCEED $41,904.73	5986.39	41904.73
	2.	LOP TERM: 11/16/13--06/30/14		
	3.	LOP COST: 8 VAC DAYS 8 SICK/PERSONAL DAYS. HOLIDAYS TO FOLLOW GCSB POLICY		
	4.	SEE LOP FOR MORE DETAILS		
	AGMNT:	DESF-309028-PAEC		

PAY TERMS: NET 30 TOTAL 41,904.73

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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3. Notice to Vendor/Contractor: By acceptance of the contract/order in excess of $10,000 and involving Federal Funds, the Vendor/Contractor agrees to comply with Title 34 Section 80.36 Code of Federal Regulations. Termination for cause and for convenience by the grantee or sub-grantee including the manner by which it will be affected and the basis for settlement will be decided by the School Board of Gadsden County. In addition, the Vendor/Contractor agrees to comply with Florida Statute 257.36 regarding retention of records for 5 years.

DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	41,904.73	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
110	6300	310	9001	1104280		41904.73	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/12/13

PURCHASE ORDER NO. 185971

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VD06110000

DESF OF FLORIDA, LLC.
3015 N SHANNON LAKES DR
SUITE 304
TALLAHASSEE FL 323173935

SHIP TO THIS ADDRESS

GADSDEN COUNTY PUBLIC SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		CONTRACT: 10/06/13-06/30/14		
	BD.APVD	10/19/13 ( ) RETENSION OF CRITICALLY NEEDED DROP RETIRES		
	1.	INTERM COOR. DROP OUT PROVENT.		
	RETIREE	ROCKY PACE		
7		$7,727.73 NTEXCEED $54,94.00	7727.73	54094.11
	2.	LOP TERM 11/16/13--06/30/14		
	3.	LOP COST: 8 VAC DAYS 8 SICK/PERSONAL DAYS. HOLIDAYS TO FOLLOW GCSB POLICY.		
	4.	SEE LOP FOR MORE DETAILS		
	AGMNT:	DESF-030928-PAEC		

PAY TERMS: NET 30 TOTAL 54,094.11

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR					TOTAL	54,094.11	FINANCE DEPT USE
FUND	FUNCTION	OBJECT	CENTER	PROJECT	PROGRAM	AMOUNT	EXPENDITURE
110	7300	310	0211	1104280		54094.11	

VENDOR

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 11/12/13

PURCHASE ORDER NO. 185973

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VD06110000

DESF OF FLORIDA, LLC.
3015 N SHANNON LAKES DR
SUITE 304
TALLAHASSEE FL 323173935

SHIP TO THIS ADDRESS

GADSDEN COUNTY PUBLIC SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		CONTRACT: 12/01/13--06/30/14		
		BD.APVD 11/19/13 RETENSION OF CRITICALLY NEEDED DROP RETIRES		
		AGMNT: DESF 030928-PAEC		
	1.	RETNT. OF CRITICLLY NEEDED DROP RETIREE: JANE WARE BUTLER		
7	2.	LOP TERM 12/01/13--06/30/14	5388.36	37718.52
	3.	LOP COST: 10.5 VAC, 8 SICK/PRN HOLIDAYS TO FOLLOW GCSB POLICY		
	4.	SEE LOP FOR MORE DETAILS		

PAY TERMS: NET 30 TOTAL 37,718.52

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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR FUND	FUNCTION	OBJECT	CENTER	PROJECT	TOTAL PROGRAM	37,718.52 AMOUNT	FINANCE DEPT USE EXPENDITURE
110	7200	310	9001	1104280		37718.52	

VENDOR

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8i

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEMS: Participation in Panhandle Area Educational Consortium

DIVISION: Districtwide

PURPOSE AND SUMMARY OF ITEMS:

Board approval is requested for the annual renewal of the agreement to participate in the Panhandle Area Educational Consortium.

FUND SOURCE: General Fund

AMOUNT: $14,102.68

PREPARED BY: Bonnie Wood

POSITION: Assistant Superintendent for Business Services

THE SCHOOL BOARD OF GADSDEN COUNTY

DATE 09/05/13

PURCHASE ORDER NO. 185586

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

FL SALES TAX EXEMPTION # 85-8012621915C-2

FEDERAL ID # 59-6000615

VENDOR VP00300000

PAEC
753 WEST BOULEVARD
CHIPLEY FL 32428

SHIP TO THIS ADDRESS

GADSDEN COUNTY PUBLIC SCHOOLS
35 MARTIN LUTHER KING JR BLVD
QUINCY FL 32351

PRINCIPAL / SUPERVISOR	COMPTROLLER	SUPERINTENDENT

QUANTITY	PRODUCT NO.	DESCRIPTION	UNIT PRICE	TOTAL
		SAMS ✓ BD APVD: / /13		
1		2013--2014 PARTICIPATION IN PAEC MEMBERSHIP SVCS	14102.68	14102.68

PAY TERMS: NET 30 TOTAL 14,102.68

1. All correspondence/shipments must reflect the PO number. For prompt payment mail invoice to Accounts Payable address above.
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DISTRIBUTION TO BE COMPLETED BY ORIGINATOR FUND	FUNCTION	OBJECT	CENTER	PROJECT	TOTAL PROGRAM	14,102.68 AMOUNT	FINANCE DEPT USE EXPENDITURE
110	7100	730	9001	1109990		14102.68	

VENDOR

PAEC

Please Pay Invoice to:
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, FL 32428

Pat Morris, Bookkeeper, Finance
850-638-6131 ext. 2276
Fax: 850-638-6135
morrisp@paec.org

INVOICE

Invoice Number: MS016
Invoice Date: Jul 1, 2013
Page: 1

Sold To:	Ship to:
Gadsden County Sch Bd Attn: Accounts Payable 35 Martin Luther King Blvd Quincy, FL 32351	Gadsden County Sch Bd Attn: Supt. Reginald James 35 Martin Luther King Blvd Quincy, FL 32351

Customer ID	Customer PO	Payment Terms	
0-010-020-00000		CHG	
Sales Rep ID	**Shipping Method**	**Ship Date**	**Due Date**
MS			7/1/13

Quantity	Item	Description	Unit Price	Amount
1.00		2013-14 Participation in PAEC Member Services	14,102.68	14,102.68

Subtotal	14,102.68
Sales Tax	
Total Invoice Amount	14,102.68
Payment/Credit Applied	
TOTAL	**14,102.68**

Check/Credit Memo No:

PAEC

Panhandle Area Educational Consortium

Educational Solutions Today... and Tomorrow

Patrick L. McDaniel
Executive Director

The Mission of PAEC is to enable all member and participating districts to attain their goals by providing:
**leadership and support services,*
**maximizing the use of resources,*
**linking schools, and*
**facilitating communication across the consortium.*

Contact Person
Name: Linda Arrant
Phone: 850-638-6131 Ext. 2234
Toll free: 1-877-873-7232
Email: arrantl@paec.org

June 24, 2013

Superintendent Reginald James
Gadsden County School District
35 Martin Luther King Boulevard
Quincy, FL 32351

RE: **2013-14 Resolutions/Agreements for School Board Approval**

Dear Superintendent James,

Attached are the resolutions between PAEC and your school district for fiscal year 2013-2014 for the specified services. These agreements were approved by the PAEC Board of Directors on May 16, 2013.

- District Participation in the Panhandle Area Educational Consortium
- PAEC Professional Development Center (PDC) Resolution
- Gateway Educational Computing Consultants Project Resolution and Contract for District Participation

Please obtain approval from your district school board of these agreements. Upon approval, **print 2 copies of each resolution,** fill in your school board approval date on the signature page, obtain signatures and **return all originals to Ashten Hall at PAEC**. One original of each resolution will be returned for your records upon completion of all signatures. Invoices for each service will be sent directly to your finance office. Thank you for allowing us the opportunity to serve your district.

Sincerely,

Patrick L. McDaniel
Executive Director

PLM/ah

Enclosures

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8j

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEM: For School Board approval to pay Brooks Air Systems for monthly comprehensive HVAC maintenance.

DIVISION: Facilities

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval to pay Brooks Air Systems for *comprehensive maintenance* to the HVAC systems at East Gadsden High and West Gadsden High during the months this service is not under contract. The service period will be for the months of November, December 2013 and January, February 2014 broken down as follows:

East Gadsden High	**West Gadsden High**
$3,827.00 month	$3,185.00 month
X 4	x 4
$15,308.00	**$12,740.00**

***This maintenance agreement will be put out for public bid in January 2014.**

FUND SOURCE: **110**

AMOUNT: **$28,048.00**

PREPARED BY: Wayne Shepard

POSITION: Director of Facilities

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 _____

Be sure that the COMPTROLLER has signed the budget page.

Gmail by Google

Mary Rutten < ruttenm@gcpsmail.com>

Service agreements for EGHS and WGHS

Tom Zimmerly < tzimmerly@brooksair.com> Thu, Sep 19, 2013 at 2:11 PM
To: Wayne Shepard <shepardw@gcpsmail.com>
Cc: Mary Rutten <ruttenm@gcpsmail.com>, LeAnn Ranew <ranewl@gcpsmail.com>

Thank You Wayne,

We will continue on a month to month basis and pray that we get the FSCJ contract. It would be the perfect piggy back for your situation. Let me know how we can help writing the RFP. Please keep us in the loop

Best regards

Tom Zimmerly | Sales Engineer

BROOKS AIR SYSTEMS

Commercial HVAC Equipment, Controls, Service & Parts

2815 Industrial Plaza Drive 1 | Tallahassee, FL 32301
Ph: 850-701-2350 ext. 380 | Fax: 850-701-2355 | Mobile: 850-528-4041

tzimmerly@brooksair.com
http://www.brooksair.com

From: Wayne Shepard [mailto:shepardw@gcpsmail.com]
Sent: Thursday, September 19, 2013 11:22 AM
To: Tom Zimmerly
Cc: Mary Rutten; LeAnn Ranew
Subject: Service agreements for EGHS and WGHS

[Quoted text hidden]

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEM: Redevelopment of the Professional Development System 2013-2014 and Beyond

DIVISION: Human Resources/Staff Development & K-12 Education

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

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

This document contains core policies for the district professional development (PD) system followed by associated practices and supports for implementation. The document is based on collaborative efforts of the Panhandle Area Education Consortium and has been adapted to represent the professional development goals and objectives of the Gadsden County Public School System.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Sylvia R. Jackson, Ed.D. & Pink Hightower, Ph.D.

POSITION: K-12 Director / Human Resources & Staff Development Director

---

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 _____

Redevelopment of the Professional Development System 2013-14 and Beyond

Gadsden County Public School District

Submitted: November 2013

Reginald C. James, Superintendent
Dr. Pink Hightower, HR Director
Dr. Sylvia R. Jackson, K12 Director

This document is based on the collaborative efforts of the Panhandle Area Education Consortium and has been adapted to represent the goals and objectives of the Gadsden County Public School System professional development goals and objectives.

Table of Content

Section	Title	Page
Policy 1	A Focus on College and Career Ready Students	9
Policy 2	The Priority Shifts in Professional Development	11
Policy 3	The Purposes of the Professional Development System	16
Policy 4	The Capacities Employed in Professional Development System	24
Policy 5	The Deliverables of the Professional Development System	35
Policy 6	The Evaluation Practices of the Professional Development System	57
Policy 7	Role of Master Inservice Plan (MIP)	80

List of Appendices

Related Policy	Appendices		Page
Policy 5	**Deliverables of the Professional Development System**		
	Appendix 1:	Scope of the Deliverables	i
	Appendix 2:	Distribution of Responsibilities for Implementation	iii
	Appendix 3:	Professional Learning Models Focused on Development	xiii
	Appendix 4:	About Data	xv
	Appendix 5:	Professional Development Arrays	xvi
Policy 6	**Evaluation Practices of the Professional Development System**		
	Appendix 6:	Framework for Evaluation of a Professional Development System	xvii
	Appendix 7:	Framework for Monitoring and Adjusting Professional Development	xix
Policy 7	**Role of the Master Inservice Plan (MIP)**		
	Appendix 8:	Professional Development Arrays	xxi
	Appendix 9:	Timetable for Implementation	xxii

This document contains core policies for the district professional development (PD) system followed by associated practices and then supports for implementation. District Race To The Top grant Scope of Work issues and deliverables to be addressed in the Florida Department of Education review and approval as substantial changes in the school district PD system are embedded following the applicable associated practice. Core policies addressed in this document include:

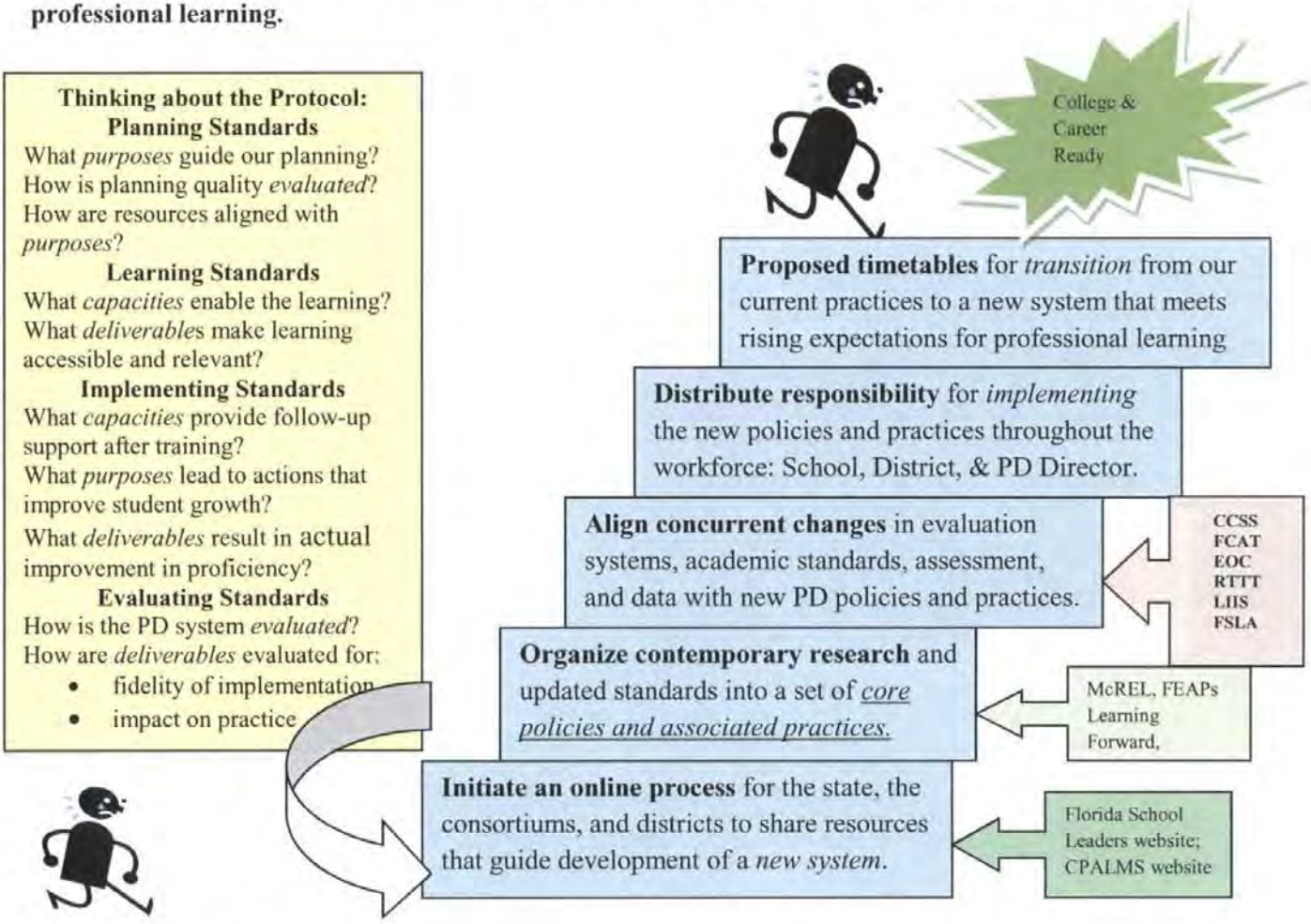
1. A Focus on College and Career Ready Students
2. The Priority Shifts in Professional Development
3. The Purposes of the Professional Development System
4. The Capacities Employed in the Professional Development System
5. The Deliverables of the Professional Development System
6. The Evaluation Practices of the Professional Development System
7. The Role of the Master Inservice Plan (MIP)

Redevelopment of Gadsden Public School District Professional Development System for 2013-14 and Beyond

The Gadsden Public School District professional development (PD) system consists of core policies and associated practices designed to influence and determine the major decisions, actions, and activities that support high quality professional learning. The model as described in this document includes information about:

- **Seven core policies** that describe changes in direction for the Gadsden Public School District professional development system and enable adjusting to and successfully meeting rising expectations.
- **Specific associated practices** for each policy that provide a research based road map on how to express the policies in day-to-day operations throughout the workforce.
- **Elaborations** on ways to implement those policies and associated practices in ways that align with contemporary research on quality professional development and state requirements.

The Gadsden Public School District PD system is designed to improve alignment with Florida's Protocol Standards by a new *system* of purposes, capacities, deliverables, and evaluation of professional learning.



Pathway to the redeveloped PD system>>>>>>

About Core Policies and Associated Practices

"Professional development" is a process of continuous development for educators and other educational personnel.[1] Continuous development is necessary to adjust to rising expectations, changing conditions, and shifting barriers to success. Policies that facilitate making needed changes are the core of the system:

- Some changes involve improving the fidelity of implementation of existing practices that are easily learned and understood in the context of past practices and existing beliefs and experiences. Changes of this type ("first order changes") have traditionally been supported by the professional development system.

- Other necessary changes require learning complex knowledge or skills; understanding new perspectives, beliefs and values; and require significant change in practices by individuals, teams, schools, and the district. The district's redeveloped professional development system is designed to focus new supports on these types of changes ("second order changes").

- The substantial expansion in the roles empowered to guide the implementation and growth of the professional development system and the engagement of teachers and school leaders in monitoring, evaluating and making "course corrections" are essential to accomplishing the purposes of the system.

The standards for a quality professional development system are described in the Florida Professional Development System Evaluation Protocol incorporated in SBE Rule 6A-5.071. Those standards address these functions:

- **Planning** what to learn;
- **Learning** how to do it;
- **Implementing** the learning; and
- **Evaluating** the fidelity and impact of the implementation.

The purposes, capacities, deliverables and evaluation processes of a district's redeveloped professional development system support these four major systemic functions. Meeting Florida's protocol standards in the context of the rising expectations for students and the school system will be accomplished by acting on the issues embedded in the illustrative core policies and their associated practices presented in this document.

These core policies provide a broad overview of the design, development, and implementation priorities for a district's professional development system and are a roadmap for meeting the protocol standards at a high level of quality.

[1] See Florida Professional Development System Evaluation Protocol incorporated in SBE Rule 6A-5.071, p.1.

Crafting an Improved Professional Development System

Professional development is the coherent actions and support systems designed to improve and develop knowledge, skills, attitudes, aspirations, and behaviors to improve student achievement. A genuine systemic change process is underway to enable Florida's public schools to prepare students for a fulfilling life in a global economy. Meeting rising expectations required shifts in many systems:

- Florida's adoption, with 45 other states, of the Common Core State Standards and shift to NGSSS.
- More focused and research-based state standards on educator proficiency (FEAPs, FPLS).
- Changes in statutes and rules on evaluation linking student results to performance appraisal.
- Redevelopment of evaluation systems to align with the research-based FEAPS and/or FPLS.
- Expanding capacities for student assessments (FCAT 2.0, EOC, test item banks in development)
- Expanding capacities for technology supported learning (educators and students).

Redevelopment of a professional learning system that meets rising expectations has involved:

Thinking and Reflection (Ongoing 2010-2013)
Planning and Prioritizing (By September 30, 2013 for RTTT districts)
Implementing (2013-2014 and beyond)

Thinking and Reflection: We want our students to have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers. These questions guide our evolving understanding of what we need to do to meet rising expectations:

- What are the district's purposes and capacities for a professional development system?
- How do we support our workforce to enable students to become college and career ready?
- How do we insure fidelity of implementation of state statutes and SBE rules related to PD?
- How do we focus on priorities for instructional and leadership strategies?
- What are our capacities for rigorous pursuit of quality?
- What capacities are needed to align actions with intentions and meet our students' needs?
- What re-organization of structures, schedules, strategic resourcing, and ways of work are needed?

A quality PD system redevelopment supports thinking about identification of key purposes and capacity issues and methods of alignment of professional development with other key systems.

Planning and Prioritizing: We want professional learning capacities and deliverables aligned with the district's priority purposes to result in growth in workforce proficiencies supporting college and career ready students.

- What are the "deliverables" our system needs so purposes are accomplished?
- How do we meet protocol standards at educator, school and district levels?
- What deliverables support standards-based instruction and Common Core implementation?
- What PD do we support to insure that state initiatives are implemented with fidelity?
- How do we insure that components in the Master Inservice Plan are needs based?
- How do we transition from "training events" to school-based development processes?
- How do we evaluate the impact of professional learning on practices and student growth?

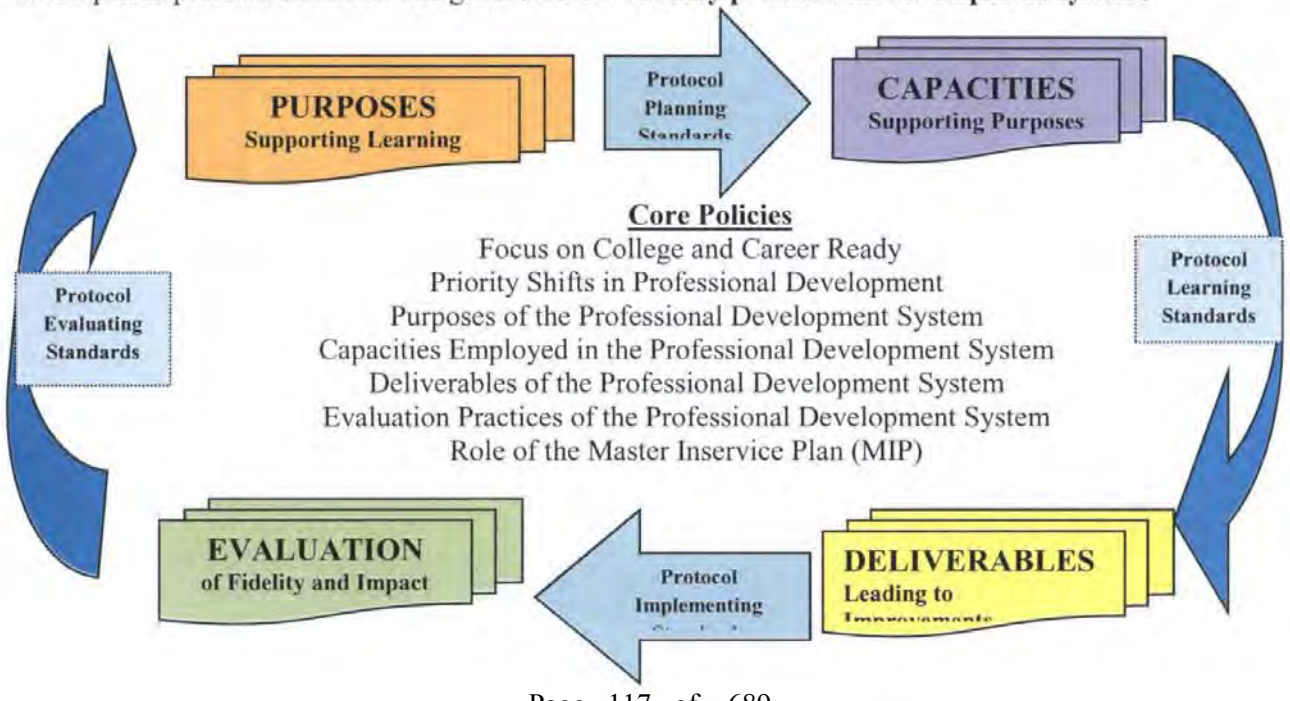
Redevelopment supports planning by providing a systemic structure for improving the focus and quality of deliverables and capacities of the system for continuous improvement.

Implementing: In the 2013-14 school year, Florida public school districts transition from current professional development practices to a research-based systems approach. The new system will employ new core policies and associated practices to <u>align</u> professional learning capacities and deliverables with system priorities supporting college and career ready outcomes. The new system is routinely evaluated to insure fidelity of implementation and improve impact.

- Capacities are used to align deliverables with purposes.
- Professional learning deliverables are monitored to understand the results obtained.
- The effectiveness of the workforce rises due to improved fidelity of implementation of standards and initiatives and expanded capacity for team learning processes.
- Resources are effectively utilized and managed so desired results are obtained.
- Problem solving is applied to shift organizational structures to meet rising expectations.
- Continuous improvement of standards-based instruction becomes part of school site learning cultures.
- Professional development and evaluation systems are aligned so monitoring and feedback is collaborative, effective, and aligns effort with priorities so that students are better served.
- The concurrent shifts in academic outcomes, teacher and leadership practices, evaluations, student assessments, data systems, and professional learning are coordinated and aligned.
- A learning organization focused on preparing college and career ready students emerges.

Implementation of a systemic roadmap of policies and practices should lead to a learning organization. The illustrative policies and practices provide samples of a pathway to priority actions and developing timetables for implementation of improved purposes, capacities, and deliverables focused on priorities, and evaluation processes that enable thoughtful decision making and problem solving on what works and what does not so that continuous improvement becomes a real-time trait of each district.

Redeveloping policies and prioritizing the practices that enable implementation of new policies requires examination of the system's purposes, capacities, deliverables, evaluation practices, and the connections between these components of the system. Alignment of those components to the Florida professional development protocol standards will generate a **21st century professional development system.**



Professional Development Is a System

Professional learning is the result of the individual's commitment to improvement. The district supports that commitment through a research-based professional development system that meets the intent of statutes and regulations on professional development.[2]

Shifting expectations for professional development are a direct result of the changes needed within the education system to prepare students who are **college and career ready**.[3] An effective professional development system must respond to rising expectations for student and educator performance with continuous improvement in professional learning that results in **actual improvements** in instructional and leadership performance and positively impacts students' learning environments.

A system is typically explained as a set of interacting or interdependent components forming an integrated whole.[4] Florida educators experience such interacting systems as statewide academic standards (e.g., Common Core), statewide assessments of student growth, certification, data management, fiscal management, personnel evaluations, and professional development. **Understanding how the interacting components in these systems align to support college and career ready students is one of the primary roles of a professional development system and a primary goal of redevelopment**.

A high quality professional development system supports the learning needs of individuals, but also enables the workforce to see the systemic connections between their work and other factors that impact students in their journey from PreK to high school graduation, such as:

- Standards of the state (e.g., CCSS, FEAPs, FPLS, Protocols);
- Priority initiatives (e.g., Just Read, Florida!, MTSS, ELL, ESE, DA)[5];
- The work of other educators;
- The expanding array of learning available in digital form via the Internet; and
- The evolving global economy and economic interdependence of cultures.

Understanding one's system requires accurate information on what people actually do. The "system" is the collective behaviors (e.g., actions, decision, beliefs) of the workforce that determine the outcomes achieved. The core policies and associated practices that guide redevelopment of the professional development system are intended to result in systemic change - a process of building consensus, developing infrastructure, and implementing a different way of thinking and operating within an organization.

Effective systemic change in complex institutions like schools requires the interaction of a core of essential elements (thinking and behaviors of the participants). Those essential elements (or patterns of thought and behavior) generally referred to as "a learning organization" are (1) personal mastery of job responsibilities, (2) mental models that shape, (3) shared visions, (4) team learning, and (5) systems thinking.

The core policies and associated practices guide redevelopment of the districts' professional development systems. They are designed to support shifts in how individuals pursue professional growth, how leaders

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[2] F.S. 1012.98, 1012.34, State Board of Education (SBE) Rules 6A-5.071, 6A-5.065, 6A-5.081, 6A-5.030, Florida Professional Development System Evaluation Protocol incorporated in SBE Rule 6A-5.071, and Race to the Top Project 10, Deliverables 1 & 4.

[3] SBE Strategic Plan 2012-2018 at http://fldoe.org/board/meetings/2012_10_09/strategicv3.pdf.

[4] See "system" in Florida's Common Language of Instruction at www.floridaschoolleaders.org.

[5] Multi-tiered System of Supports; English Language Learners; Exceptional Student Education, Differentiated Accountability

support alignment of learning with appropriate resources, and how we insure continuous progress by tracking both fidelity of implementation of deliverables and impact of learning on educators and students.

Florida's protocol standards[6] for district professional development systems address the systemic functions of planning, learning, implementing, and evaluating. To implement Florida's protocol standards in ways that address the rising demand for high quality professional learning, it is necessary to redevelop the interconnected elements of our system by defining new priority **purposes** for professional learning, implementing new ways of managing and developing **capacities**, targeting **deliverables** on priorities, and **evaluating** the fidelity and impact of professional learning to continuously improve instructional and leadership practices in the schools.

Research-based processes for accomplishing the responsibilities now associated with professional development are aligned with core policies and associated practices designed to influence and determine all major decisions, actions, and activities related to professional leaning. This document sets core policies and associated practices for development, sustained implementation, and continuous improvement of the district's professional development system through:

1. **Policies** that align the professional development functions with the mission of college and career ready students and integrate high quality professional learning with other major district systems and functions.

2. **Practices** employed to express policies in day-to-day operations that, when integrated into work routines throughout the district, align and coordinate the initiatives and standards supporting college and career ready outcomes to provide a quality PreK-12 systemic learning environment for all.

3. **A Master Inservice Plan,** a supporting element within the professional development system, which identifies district-supported training and development events/processes that may generate credits for educator certification purposes.

These core policies and associated practices guide changes in decisions, organizations, resource allocations, and how educators in the district coordinate and align their work to accomplish the complex tasks of teaching and leading.

- Professionals at the educator, school and district level think systemically about how to improve a PreK-12 learning environment that leads all students toward college and career ready outcomes.

- Individuals pursue personal mastery of the practices that make them effective at their jobs.

- Colleagues work together as learning teams focused on improving student achievement.

- Leaders support learning cultures at each school site where professional growth and learning are encouraged and supported.

[6] Florida Professional Development System Evaluation Protocol incorporated in SBE Rule 6A-5.071.

Policy 1. A Focus on College and Career Ready Students

This policy illustrates redirecting a professional development system to support outcomes aligned with the "college and career ready" vision of the state's public education system.[7]

The Policy: A Focus on College and Career Ready Students

District supported professional learning promotes proficiency improvements of individual educators and school-based teams. The focus of such proficiency improvements shall be providing a PreK-12 learning environment and instructional supports that result in college and career ready students. District and school supported professional learning shall focus resources on fidelity of implementation of priority initiatives and other major district systems designed to result in student success through an emphasis on:

- Standards-based instruction.
- Contemporary research-based instructional practices for improving student engagement, rigor, and persistent effort to master academic standards.
- Contemporary research-based leadership practices for improving instructional leadership and faculty development.

There are several foundational understandings that the district's workforce must have for implementation of systemic support for college and career ready students. These foundational understandings are:

- The professional development system is the collective behaviors of individuals and collegial groups focused on professional learning. The "system" is comprised of what we actually do.
- Essential system behaviors include:
    a. School-based learning cultures focused on continuous improvement of instructional and leadership practices that result in student growth.
    b. Organizational supports (e.g., data, resources, time, schedules) that support educator efforts to coordinate and align professional learning with standards supporting student learning needs.
    c. Deliberate practice of individual educators to deepen knowledge and skills supporting college and career ready outcomes. For the district's professional development system to accomplish its purposes, the deliberate practice of instructional personnel and school and district leaders must result in actual improvements in student achievement on course requirements.

Professional learning supported through the district's professional development system shall be aligned with the district's vision for college and career ready students. The system shall support increased student achievement through a PreK-12 learning environment that provides all students instruction and learning based upon common standards, sound research, collaboration, and problem solving driven by multiple sources of student data.

1.1 Understanding the Standards Framework Associated Practice

All instructional and administrative personnel engage in individual and collegial efforts to deepen understanding of the overall framework of student academic standards in the Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSSS).[8]

1.2 Use of Course Requirements Associated Practice

Individual and collegial efforts of classroom teachers, their supervisors and instructional coaches, deepen understanding of the specific course requirements for courses/subjects taught.

The base line repertoire of effective educator practices includes:

- Mastery of the course requirements embedded in course descriptions (found on the CPALMS website).
- Use of those requirements in instructional design and lesson planning, instructional delivery and facilitation, and assessment.
- Monitoring alignment between activities and assignments in lesson plans with the learning goals and state standards applicable to the course.[9]

1.3 Alignment and Relationships Associated Practice

Many initiatives, programs, processes, and approaches are intended to build capacity for "college and career ready" student outcomes. Understanding the relationship of each of these supports to the mission of college and career ready is critical to a systemic view that "it's all the same work."

To deepen understanding that "it's all the same work," design of and engagement in professional learning includes individual and collegial practices that specifically target the relationships between specific initiatives or tasks and the student learning they support. Routinely embedding such practices in professional learning serves to align the work and clarify the relationships of the professional learning to the mission of "college and career ready students." [10]

Professional learning for which no alignment or relationship is provided tends to be seen as added work rather than enabling work, and can even be a distraction. Professional learning without a relationship may not be appropriate for district and school resource support.

See page 25 for the primary capacities applied to implementing the professional development system.

Footnotes suggest how the practices may be implemented.

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[8] Practices implemented, individually and collectively, by all educators involved in or supporting instruction.

[9] Practices implemented by all classroom teachers, instructional coaches, and school based supervising administrators.

[10] Practices for all participants in professional learning supported by the professional development system.

Policy 2. The Priority Shifts in Professional Development

This policy illustrates a path to focusing the initial stages of implementing a redeveloped system on building an improved foundation for high quality professional learning. That path supports practices aligned with the changing expectations for student achievement, instructional and leadership practices, and professional learning processes.[11]

The Policy: The Priority Shifts in Professional Development

The professional development system is a complex set of behaviors that support both individual growth and success on major district and school improvement initiatives. Paradigm shifts on expectations for student achievement, instructional and leadership practices, and professional learning require recurring reflection and adjusting. Rising expectations for professional learning require that priorities be established for redevelopment of the system and its capacities.

Foundations for high quality professional learning

Designing and implementing organizational changes are priority responsibilities of district and school leaders for managing a transition from the prior professional development system to a professional development system with improved impact. These organization changes should result in:

- A substantially expanded school-based focus on faculty and leadership development.
- Transition from an emphasis on professional development deliverables focused on "trainings" limited to imparting information to a focus on collegial school-based "development" processes that support implementation of productive changes in practices.
- Developing supportive professional learning cultures in every school.
- Focusing professional learning on deep understanding of state standards.
- Master Inservice Plan components focused on highly effective performance levels that support the work of collegial learning teams and the deliberate practice growth actions of individual educators and leaders.

Redevelopment and periodic review of the professional development system begins with the foundations that support workforce understanding of the system.

District and school administrators engage the workforce in the identification and resolution of barriers to implementing these priority shifts in the foundations of the professional development system. They also adapt and adjust as needed to enable the workforce to implement new ways of accomplishing continuous professional learning and the other responsibilities now associated with professional development.

[11] Supports Race-to-the-Top goals and implementation of FEAPs, FPLS, and Protocol Standards.

2.1 School-based Focus Associated Practice

School and district leaders who are engaged in selection, design, and/or delivery of the deliverables of the professional development system shift the priority focus of their work from providing "exposure to information" to "actual implementation of learning" at the school site.

This is a shift in the distribution of time and resources. "Knowledge transmission events" held off school sites must be balanced or merged with increased support for efforts to implement professional learning at the school site. This will include design and delivery of arrays of school-based collegial processes and practices that facilitate implementation of targeted learning at the classroom or school site. The impact of professional learning in the classroom is the most important segment of the process.[12]

***Supports for Implementation**: A shift to substantially expand support for and engagement in school based professional development requires:*

- *Acknowledging, expanding, and supporting the role of principals, school leadership teams, and collegial learning teams in the professional development process;*
- *Restructuring school and district operations, structures, and uses of time to improve the quality of educator engagement in professional learning, particularly collegial team learning processes.*
- *Expanding the role of teachers and school leaders in monitoring the implementation and impact of professional development and guiding "course corrections";*

Communications to school based personnel on professional learning supported by the district should emphasize how clusters of related learning supports contribute to mastery of priority issues.

2.2 Emphasis on Development Associated Practice

District resource supports for professional learning deliverables shift from "training" events focused on knowledge transmission to "development" processes focused on facilitating actual changes in instructional practices in classrooms and schools. Supporting efforts to implement improvements are an essential element in effective professional learning.[13]

***Supports for Implementation:** TRAINING vs. DEVELOPMENT*

"Training" refers to the process of imparting information that supports understanding job responsibilities and specific skills. "Training" is a knowledge transmission model that is based on the assumption that if educators acquire new knowledge or information, they will or can use it to improve student achievement. This model is supported by traditional "evaluation processes" that focus on verifying the training occurred and participants reaction to the training process rather than what was done with the training. "Training" processes focused on imparting information that supports understanding job responsibilities and specific skills will continue to be an important aspect of professional development system. However, the trend shall be to focus the majority of district supported professional learning supports on "development".

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[12] Practices are initiated by school and district leaders and supported and implemented by all educators district wide.

[13] Practices are implemented by the designers and developers of professional learning deliverables.

"Development" refers to learning opportunities designed to help participants grow in proficiency at implementing professional practices. Development processes include active learning and facilitated implementation. Evaluation processes for development processes focus on monitoring the implementation effort and assessing the fidelity and outcomes, including impact on students, resulting from the implementation effort. "Development" learning opportunities designed to help participants grow in proficiency at ***implementing*** *targeted professional practices. Practices for designing and implementing "development" include a focus on "Outcomes" – the observable impact on the proficiency of workforce performance and/or improvements in student learning that are attributable to or influenced by professional development deliverables.*

2.3 Standards-based Focus Associated Practice

The majority of professional development supported by district resources and implemented at school sites is aligned to standards and state and district initiatives leading to "college and career ready" students. Aligning the professional learning to the student learning it supports, as discussed in Policy 1.3, makes a difference.[14]

Supports for Implementation: *Standards guide the way to "college and career ready": The professional systems messaging and alignments must emphasize the role of standards to guide the journey to college and career ready students (i.e. Common Core, NGSSS, FEAPS, FPLS, and Protocols).*

Alignment of professional learning events and processes to the goal of "college and career ready students" is a mandated aspect of any district supported professional learning. Such alignment ranges from verifying the targeted learning supports specific standards that define or enable college and career ready outcomes to engaging principals in facilitating implementation at the school site.

Recommended Implementation Actions

- *District: District monitoring team (see practice 6.1 Evaluation Policy section) identifies all district provided or required events, processes and activities scheduled for the school year and determines how each is intended to support college and career ready outcomes (how aligned to standards, initiatives, etc.)*
- *PD Director: PD director reviews existing calendar of training and developing deliverables generating MIP points and designs and implements a process to inform trainers/facilitators/developers for those deliverables regarding alignment with college and career ready standards, initiatives, supports*
- *School: Principal identifies all school level meetings and processes intended to serve a professional learning function and develops a process for monitoring that participants in each are informed of the connection between meeting content and relevant standards or initiatives.*

[14] The distribution of such resources is a responsibility of school and district leadership who have decision-making authority regarding school or district resources supporting professional development.

2.4 Professional Learning Cultures Associated Practice

School administrators support the professional learning cultures at each school by employing faculty and leadership development practices to build and sustain the implementation of deliberate practice.[15]

Supports for Implementation: *A professional learning culture is the promotion of professional learning as a normal and valuable part of the educators' professional work.*[16] *Routines of the workplace are characterized by collaborative development processes focused on professional learning goals. Such a culture encourages, provides supporting resources and values professional learning. In a professional learning culture operations are structured in such a way that educators have opportunities to investigate, explore and take risks in developing new ideas, insights, and deepening the proficiency of quality practices that impact student learning.*

In a professional learning culture educators are committed to their own professional growth and development and work collegially with other educators on growth targets identified through collaborative processes of needs assessment. School leaders consistently support individual and collegial processes focused on development of knowledge and practice and maximize opportunities for learning.

A learning culture is an essential element for a school to function as a learning organization that delivers effective, high quality teaching. Characteristics to be supported by school principals and leadership teams include:

- *Maximizing the use of non-teaching time for professional learning by use of meeting protocols that minimize distractions and digressions, and devoting the majority of meeting time to targeted professional learning issues.*

- *Developing and communicating a deep and ongoing awareness of the high-effect practices and processes of teaching and learning that are embedded in the FEAPs and FPLS;*

- *Ensuring recurring opportunities for educators to discuss and understand the alignment between job responsibilities they are expected to perform and the goal of college and career ready students;*

- *Supporting ongoing processes for professional learning from reflection to dialogue with others, (including teachers, students, peers, mentors and professional networks) to active participation by leaders in the development processes made available to teachers;*

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[15] School and district leaders and their leadership teams are the primary architects of professional learning cultures.

[16] Crowther,F., Kaagan S., Ferguson M., & Hann L. (2002).*Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA; Corwin Press, summaries at http://www.tllg.unisa.edu.au/lib_guide/gllt_ch8.pdf

- *Leadership decisions that enable learning in diverse contexts: teacher learning, student learning, community learning*

2.5 Master Inservice Plan Priorities Associated Practice

Master Inservice Plan components are provided that support the work of professional learning communities, such as lesson study and other professional study groups, and the deliberate practice growth actions of individual educators and leaders that result in highly effective performance levels.[17]

See page 25 for the primary capacities applied to implementing the professional development system. Footnotes suggest how the practices may be implemented.

Supports for Implementation: *MIP Components Supporting School Site Practices:*

- *The district shall monitor the development and implementation of collegial learning processes at school sites (e.g. PLCs, Lesson studies) and provide appropriate MIP components to support actual growth in collegial team learning proficiencies at the school site. Components shall be provided that support professional learning on implementation of research-based collegial learning practices.*

- *The district shall monitor the practices of individual educators whose pursuit of deliberate practice and personal mastery of practices in the FEAPs and FPLS result in highly effective performance and provide appropriate MIP components to support sustaining practices of educators with highly effective performance and support other educators in achieving highly effective performance.*

See Policy 7 regarding continuous improvement for the MIP.

[17] This is a process managed by the district's professional development director in consultation with the Professional Development Monitoring Team (see Associated Practice 6.1 on page 19).

Policy 3. The Purposes of the Professional Development System

This policy illustrates a way to articulate the purposes of the system. Purposes guide decisions and actions on organizational changes, resources allocations, and alignments of learning with priorities at all levels of the workforce.[18]

The Policy: The Purposes of the Professional Development System

Given that there will always be competing demands for professional learning resources and time; a quality system requires clear understanding of priority purposes for professional learning. Aligning actions to priority purposes maximizes the impact of available time, resources, and effort.

The overall purpose of the statewide system of professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The district system addresses this statewide purpose by focusing on:

- Fidelity of implementation on targeted professional learning and
- Actual improvements in workforce proficiency leading to improved student achievement.

Priority purposes for the district's professional development system are established to guide decisions and actions at all levels of the district's workforce toward fidelity of implementation and actual improvements. The specific capacities, deliverables and evaluation practices of the professional development system that are supported with district and school resources are aligned with one or more of these purposes of the district's professional development system:

- Enabling the workforce to function as a learning organization with support of a professional learning culture in each school;

- Increasing student achievement and college and career readiness through development and maintenance of educator proficiency in sound research-based classroom instructional strategies and school leadership strategies that promote rigor and relevance through standards-based instruction;

- Supporting "deliberate practice" as a primary process for developing workforce expertise and recruiting and retaining highly effective educators and leaders; and

- Fidelity of implementation of statutes, State Board of Education (SBE) rules, and district and state initiatives related to student learning growth, educator proficiency, and professional learning.

[18] This supports Race-to-the-Top goals, implementation of Protocol Standards, purposes in Section 1012.98, F.S., and contemporary research on effective professional learning.

3.1 Professional Responsibility - Understanding Purposes of Professional Development Associated Practice

School and district leaders engage the workforce in constructive conversations about purposes for professional learning. These conversations employ the terms, concepts, contemporary research and standards related to the purposes of the professional development system.[19]

Supports for Implementation: *What we understand about professional growth matters! Understanding the purposes of the professional development system is a professional responsibility of the district's educators and the school and district leaders who participate in decision-making on priorities, resource allocations, and organizational structures impacting professional learning. This base line understanding by all leaders and participants in the professional development systems is essential to accomplishing a shared vision, collegial learning processes, and alignment of standards and initiatives on the goal of college and career ready students.*

Teaching and leadership are complex processes. Public education serves numerous public interests and, consequently, has multiple functions, purposes, and obligations. The needs of the students are varied and complex. As a regulated government service, the district's workforce complies with a broad array of statutes, rules, and regulations. Student needs and stakeholder expectations shift over time. Consequently, professional learning is a career-long process essential to the success of the public school system. The sheer scope and complexity of issues in which educators are routinely engaged requires a structure for professional development. This required a coordination of individual actions and system supports:

- *Individual learning is often required to master specific job requirements. Doing so is a professional responsibility implemented by the individual at times and by methods of the individual's choice. Some of this learning is pursued independently and some is supported by the district's professional development system.*
- *As expectations for school districts rise, the district's system of professional development focuses capacities on a core set of development priorities that have high impact on achieving college and career ready students. Understanding the purposes of this system is an essential element in enabling the system to coordinate the collegial work of all on the end goals of student growth and enabling individual educators and academic teams to benefit from district supports for targeted learning on high priority practices.*

The professional learning targeted by the district's professional development system is focused on student outcomes and engaging educators in sustained and focused collegial effort. The ultimate measure of the district's success in implementing the various expectations for professional development for its educators is that the professional learning opportunities affect student achievement. Teachers, school leaders, support staff, and district leaders make decisions and take actions on a daily basis that relate to the purpose of professional development in this district. Doing so with an understanding of the purposes of professional development is a professional responsibility.

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[19] Practices implemented by school and district leaders. See "constructive conversation" in Florida's Common Language of Instruction at https://www.floridaschoolleaders.org/resources/clp/commonLanguageAlphaList.aspx

Implementation of the district's professional development system is distributed across many levels and roles within the workforce. The system is also part of a larger statewide system of professional development. To support coordination and clear communication among the many district and state educators, collaboration[20] for continuous improvement, interpretation of the district's system and its various purposes, capacities, deliverables, and evaluation elements, are to be described and understood in the context of:

- *The Florida Common Language of Instruction which is used by Florida's educators to assign meaning to terms used in the district professional development and evaluation system;[21]*
- *Core concepts from contemporary research on the organizational sciences and professional learning;[22]*
- *The practices incorporated into the Florida Educator Accomplished Practices (FEAPs) and the Florida Principal Leadership Standards (FPLS).[23]*
- *Florida's Protocol Standards.[24]*

These terms, concepts, research and state standards guide understanding of the purposes that motivate changes in practice. That understanding deepens with frequent opportunities to participate in constructive concentrations about the alignment of these sources with the purposes of the professional development system. These professional conversations and the changes sought in practices lead to an improved capacity for developing and sustaining a professional workforce that generates college and career ready students. Awareness and understanding of the terms, concepts, research findings and the standards based upon them (FEAPS, FPLS, Protocols) contribute to understanding the intent of the district's professional development system. School and district leaders are to provide recurring opportunities for their sub-ordinates to engage in constructive conversations on the following:

- *The Protocols: The protocols describe specific standards and implementing actions and processes in which educators and school and district leaders are to be engaged. Leaders are expected to initiate conversations with and among their subordinates on these expectations, how they can be implemented, and their relationship to the purposes of the professional development system*

- *Core Beliefs: The professional development system, effectively implemented, is designed to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce.[25] The purposes of the district's professional development system are based on these core beliefs supported by contemporary research[26] on professional learning:*
  - *Effective professional learning is fundamental to student learning.*
  - *All educators have an obligation to improve their practice.*
  - *Students achieve when educators assume collective responsibility for student learning.*

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[20] As per F.S. 1012.98(1), 1012.98 (4)
[21] See Common Language project at www.Floridaschollеaders.org.
[22] See References in Appendix B
[23] See Florida School Leaders website, www.floridaschoolleaders.org , in Professional Development Section
[24] Florida Protocol incorporated in SBE rule 6A-5.071
[25] F.S. 1012.98(1)
[26] See References in Appendix B

- *Skillful leaders create and sustain a culture of learning.*
- *Improving student learning and professional practice requires ongoing systemic and organizational change.*

School leaders are to provide opportunities for their faculties to discuss these beliefs and explore the alignment with the mental models and prior experiences, review evidence related to the veracity of these beliefs, and where appropriate, plan and implement action research to test the veracity of these beliefs at the work site.

➢ *Core Concepts for Understanding the Purposes: The district's professional development system and its various purposes, capacities, deliverables, and evaluation elements, are described and understood in the context of contemporary research, the FEAPs and FPLS, and Florida's common language of instruction. Opportunities for constructive conversations should be provided :*
- *Between principals and their leadership teams*
- *Among educators in teams, departments and/or collegial learning groups (e.g. lesson studies, book studies, PLCs)*

These practices set a course toward new levels of student learning, educator job proficiency and satisfaction, and community respect for professional education in the public sector.

3.2 Learning Organizations Associated Practice

Learning organization are those that demonstrate a set of behaviors that promote success at complex problem solving. High quality school and district operations implement practices that are designed to support the schools in functioning as learning organizations.[27] In the education setting, creating and sustaining a learning organization requires emergence and development of professional learning cultures in each school. A learning organization emerges as a result of the workforce learning to implement the behaviors of a learning organization. College and career ready students result from focusing the essential elements of a learning organization on continuous improvement of workforce proficiencies that impact student achievement.[28]

Supports for Implementation: *How we work together matters! "All Florida districts and schools should be learning organizations in which all employees engage in continuous improvement to reach their potential and improve student learning".*[29]

In the context of professional learning supports for the district and its schools, the "organization' is the collection of people who work together and whose work products and processes are inter-connected.[30] *To insure that the primary role of educating our youth is successful, the district's public school system is designed to function as a learning organization. A learning organization is one where the people (who comprise the organization) continually expand their capacity to create the results they truly desire, where new and enlightening patterns*

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[27] See Florida Professional Development System Evaluation Protocol, Third Cycle, p.2, as per SBE Rule 6A-5.071, F.A.C.

[28] Practices implemented across all levels of the workforce with direct support of leadership at all levels. To learn more about the elements of a Learning Organization, see The Fifth Discipline by Dr. Peter Senge.

[29] Florida Professional Development System Protocol, Third Cycle, p.2 As per SBE Rule 6A-5.071

[30] See "organization" in Florida's Common Language of Instruction at www.floridaschoolleaders.org

of thinking are nurtured, where collective aspiration is developed and focused on shared goals, and where people are continually learning to understand their work as part of a connected system.[31] *The essential elements of a learning organization*[32] *are the behaviors that lead to:*

- *Shared Vision – engaging the workforce in understanding desired outcomes to which all contribute: The perspective that "it's all the same work" results from discussions, reflections and constructive conversations that reveal the alignment of required work with the priority outcome of college and career ready students.*
- *Personal Mastery – supporting individual educators, leaders, and support staff in deepening mastery of job responsibilities; Career long-learning is a central aspect of professional responsibility. Effective educators engage in mastering a repertoire of skills and knowledge that enable them to be successful at their work.*
- *Team Learning – collegial processes that expand the capacities of individual effort: Beyond what individuals do to master their current job, the impact of collegial learning processes is an essential element in a system where students are guided over many years by multiple educators. A collegial effort to implement standards and practices with fidelity determines the quality of the educational supports for students as they progress from pre-K to high school graduation.*
- *Mental Models – exploration of beliefs and paradigms that support or hinder effective work: What is true and what we think is true does not always align. Where educators are asked generate higher and more rigorous levels of student performance on targeted standards using research-based practices, the quality of outcomes is enhanced when there are opportunities to align beliefs and evidence.*
- *Systems thinking – recognizing the impact of connections, relationships, and interactions on outcomes: For student, "school" is an on-going process from one classroom to another pre-K to 12.educators connecting their work across the classrooms, school, and years requires systems thinking.*

A professional learning culture emerges when the elements of a learning organization are focused on continuous improvement of workforce proficiencies that impact student achievement.

3.3 Allocating Responsibilities Associated Practice

In addition to constructive conversations in 3.1, school and district leaders engage the workforce in implementing the purposes of the professional development system through distribution of collegial, collaborative, and coordinated responsibilities across all levels of the workforce. The district and schools are purposefully organized to distribute professional development functions and responsibilities broadly across the workforce. An effective mix of "knowledge transmission" events with facilitated school-based implementation processes improves impact. Assigning faculty with responsibilities for monitoring implementation of learning is part of how a school leader engages in faculty development.[33]

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[31] ibid - See "learning organization"

[32] Senge, P. The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Currency Doubleday

[33] Practices implemented by school and district leaders and leadership teams. The right mix of training and development is dependent on district workforce needs.

Supports for Implementation: *Understanding and supporting the purposes of professional development is a collegial process that leads to successful outcomes for professional learning, school improvement, and student growth. The annual approval of a district generated master inservice plan and the accumulation of recertification credits are important deliverables of the professional development system, but they are not the purposes of the system. To accomplish the purposes of the professional development system, understanding and engagement is needed at all levels of the district and schools. Focusing capacities on and aligning deliverables with the purposes of professional development is a shared responsibility. To support the purposes of professional development, the district and schools are purposefully organized to distribute professional development functions and responsibilities broadly across the workforce so that:*

- *Resources (human, fiscal, time) will be strategically allocated;*
- *Necessary organizational structures and processes will be provided and supported; and*
- *Professional learning programs aligned to district needs will be delivered.*

School and district leaders are responsible developing a workforce engaged in implementing the purposes of the professional development system through functions and responsibilities distributed across all levels of the workforce. Professional development purposes can be supported through many functions.

- *Some are district managed, coordinated or implemented, such as :*
    a. *Pursuit of a shared vision*
    b. *Collaboration as per F.S. 1012.98*
    c. *Development of a school board approved Master Inservice Plan*
    d. *Allocation of the district's resources*
    e. *Promoting organizational structures that support professional development purposes*
    f. *District improvement planning*
    g. *Meeting training requirement from federal, state, or district regulations*
    h. *Aligning professional learning deliverables into arrays or clusters that support specific required initiatives*
    i. *Managing district level professional development evaluation processes*
- *Some are embedded in the job responsibilities such as:*
    a. *School leadership and leadership teams*
    b. *Personal mastery of job duties*
    c. *Participation in collegial learning processes*
    d. *Monitoring and feedback on evaluation instrument indicators*
    e. *Improvement planning for schools and individuals*
    f. *Deliberate practice*
    g. *Mentoring and coaching*
    h. *Maintaining certification*

We all have a responsibility for understanding and supporting the purposes of professional development. This is a collegial process in which we all have a stake. As a shared vision, this leads to collaboration, coordination, and successful outcomes for professional learning and student growth.

3.4 Actual Improvement Related to Purposes Associated Practice

The professional development system must respond to rising expectations for student and educator performances. That response must be continuous improvement in professional learning that results in actual improvements in instructional and/or leadership performance. Participants' learning must lead to implementation on the job. School and district leaders sustain or expand supports for professional learning that result in actual improvement tied to the established system purposes. Where the purposes of professional learning are not being achieved, the system must provide for discontinuing or modifying supports that do not have an acceptable impact or for which the design or implementation does not enable assessing impact.[34]

Supports for Implementation: *Professional learning supported by the district's professional development system are intended to result in actual improvement. Processes and events aligned to the purposes of the system that do not result in improvements in practices are to be discontinued or modified until intended results are obtained.*

The time, effort, and resources expended in implementing the professional development system are to support the purposes of the system. To insure accomplishing the purposes of the system, school and district leaders shall:

- *Sustain or expand supports that result in actual improvement in:*
  a. *individual proficiency in practices related to the system's purposes;*
  b. *actual school improvements; and/or*
  c. *implementation of initiatives with fidelity and impact on student learning.*
- *Discontinue or modify supports that do not have an acceptable impact or for which the design or implementation does not enable assessing impact.*

In addition to specific impact(s) designed to result from specific professional development events or processes that are related to the system's purpose(s), the following shall be considered impacts sufficient to continue support through the professional development system:

- *Educators knowing what the state adopted course requirements call for in terms of student learning and evidence of sustained rigorous effort to focus instruction and track student progress on course requirements (as provided in CPALMS).*
- *Educators improving proficiency in designing learning experiences for students so that the majority of instructional time goes beyond interacting with new knowledge and engages students in practicing and deepening knowledge, generating and testing hypotheses related to course requirements.*
- *Transforming existing classrooms and/or schools to achieve the core academic standards by effective use of contemporary research on high effect size teacher and leadership practices;*
- *Accelerating capacities to implement a multi-tiered system of supports that supports personalizing instruction to meet the unique learning needs of each student;*
- *Improving capacity for teachers and/or school leaders to use work-time to study, plan, collaborate, and/or problem solve with colleagues;*

[34] Practices implemented primarily by school and district leaders working collegially with educators participating in professional learning processes.

- *Establishing a long-term commitment to intensive professional learning for defined groups of educators (e.g. teams, departments, PLCs, lesson studies)*
- *Implementing innovative, rich, and/or flexible classroom instructional processes/resources that impact the achievement gap for under-performing or special needs students.*

See page 25 for the primary capacities applied to implementing the professional development system. Footnotes suggest how the practices may be implemented.

Policy 4. The Capacities Employed in the Professional Development System[35]

This policy illustrates an approach to defining the nature, management, and development of the capacities required to accomplish the purposes of the system. The intent is to deepen understanding of the concept of "capacity." Capacity is more than funding and time.

The Policy: The Capacities Employed in the Professional Development System

The primary capacities applied to implement the professional development system are:

- Knowledge, skills, and expertise of the district's human resources;

- Effort expended by individuals, collegial teams, and school and district leaders on:
  a. Personal mastery of essential instructional and leadership practices;
  b. Examining paradigm shifts and mental models that support understanding a shared vision of one educational system supporting all students;
  c. Workforce relationships that coordinate learning experiences of the PreK-12 students; and
  d. Understanding systemic connections of initiatives and standards.

- Leadership's decision-making on:
  a. Resources available for professional development (e.g., fiscal, technical, material);
  b. Uses of time, ideas, organizational structures and collegial processes that support a learning organization and school-based learning cultures; and
  c. Relationships for collaboration with others in the statewide system of professional development.

These "capacities" of expertise, effort, and decision-making are employed through implementing the professional responsibilities for continuous improvement embedded in the Florida Educator Accomplished Practices (FEAPs), the Florida Principal Leadership Standards (FPLS), the Florida Professional Development System Evaluation Protocol Standards, and the Code of Ethics of the Education Profession in Florida.

Applying these capacities to generate high quality professional learning is supported through deliberate practice guided by feedback on relevant practices embedded in the district's personnel evaluation system and data-based needs assessments.

4.1 Capacity Management Associated Practice

Capacities that enable implementation of the professional development system are embedded in:

- the behaviors of professional educators (expertise and effort), and
- the decision making of school and district leaders on uses of fiscal, technical, and material resources.

[35] Supports contemporary research on systemic change, implementation of statutes and rules related to professional development, and numerous school leadership assessment indicators in the Florida School Leaders Assessment (FSLA).

Effective management of the available human and other resource capacities by school and district leaders requires:

- distribution of responsibility;
- alignment of professional learning with district priorities;
- strategic decisions that maximize the impact of time and resources;
- supporting engagement with professional learning content and methods; and
- responding to results data about the impact of the professional development system with course corrections and continuous improvements.[36]

Supports for Implementation: *Capacity management addresses:*

- *The knowledge and skills of the individuals in the workforce and the quality of the effort each applies to their job is a primary capacity for accomplishing district goals in all areas.*
- *Focusing those skills, knowledge and efforts in ways that support the purposes of the professional development system is a critical capacity for the professional development system.*
- *The availability of resources, approved and supported uses of time, organizational structures, and collaboration with others in the statewide system of professional development are all capacities impacted by leadership decisions.*

Managing capacities is important so that professional learning processes and events that benefits to professional performance and student learning can be verified, and barriers to fidelity of implementation of standards-based instruction (using contemporary research based instructional and leadership strategies and initiatives) are minimized.

Within the limits of their positions and job responsibilities, all district personnel are expected to implement these capacity management practices:

1. *Distribution of responsibility for professional learning among the district's educators and leaders by:*
   - *Problem-solving and decision-making processes throughout the district that support identification and reduction of barriers that impact the focus, structure, and/or quality of content and delivery methods for professional learning;*
   - *Providing capacities at all levels for a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.*

2. *Alignment of professional learning with district priorities through:*
   - *Alignment of the intended outcomes of professional development events and processes with priorities for educator performance, student curriculum standards, and state and district initiatives.*
   - *Policies and practices that engage educators and supporting staff in quality learning processes that integrate quality instruction and leadership throughout the school system;*
   - *Integration of contemporary research and effective models of professional learning in faculty and leadership development at the individual, school, and district level to achieve the intended outcomes of professional learning events and processes.*

[36] Practices implemented by school and district leaders.

3. *Strategic Resourcing to maximize the impact of time and resources by:*
   - *Prioritizing, monitoring, and coordinating resources for educator learning based on needs assessment processes aligned to district expectations for student learning, instructional and leadership practices;*
   - *Prioritizing, monitoring, and coordinating the use of educator time to focus on student learning and working collegially with educators at all levels on improving instructional and leadership practices.*

4. *Professional Learning content and methods of engagement provided thru:*
   - *Modeling of quality practices supported by engagement in facilitated active learning and practice implementation as the primary process for improving proficiency of practices;*
   - *School administrators functioning as instructional leaders and focusing on faculty and leadership development at the school site with faculty, team, and department meetings giving priority attention to collegial professional learning content and processes;*
   - *Collegial and team learning processes such as lesson studies, professional learning communities (PLCs), Communities of Practice (CoPs), beginning teacher supports and clinical education training;*
   - *Instructional coaches, mentor teacher-leaders, school administrators, and consultants providing face-to-face active learning experiences and facilitation for on-line learning content;*
   - *Digital and online resources aligned to state standards (Common Core, NGSSS, FEAPs, FPLS), state initiatives and district priorities;*
   - *Training processes that inform on work requirements and provide awareness of issues that can be transferred to implementation through other professional learning methods.*

5. *Responding to Results about the impact of professional development system elements by:*
   - *Changing policies, practices and expectations at the educator, school, and district level as needed to improve student learning outcomes;*
   - *Implementing individual and school improvement plan processes that use student data and evaluation data to identify professional learning needs that promote improvements in student achievement;*
   - *Facilitating educator access to professional learning relevant to individual and school improvement plan growth targets;*
   - *Updating the Master In-service Plan (MIP), at least annually, to focus the use of re-certification credits on increased educator proficiency on practices that demonstrate improvements in student growth and/or educator practice.*

4.2 Focusing Capacities on Priority Targets Associated Practice

Capacities are not unlimited. Prioritization is necessary to focus the application of existing capacities and development of new capacities. To support the purposes of professional development, the following are priorities for application of district capacities for professional development:

- Focusing professional learning on instructional improvement and student progress and mastery of the CCSS and NGSSS;

- Aligning the professional development system to the Florida Professional Development System Evaluation Protocol;
- Analyzing needs assessment data;
- Supporting school-based professional development;
- Supporting a professional learning culture at each school;
- Monitoring and mitigating barriers to improvement; and
- Quality use of capacities through performance appraisal system indicators.

RTTT SOW	Protocol Standards	What we will do SY 2013-14 and Beyond	Evidence	Responsible Parties	Time Line
II b. CCSS Transition Support	**1.2.2; 2.2.2; 3.2.2. Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.	Common Core training	Agendas, sign-in sheets, PD~eASY follow-up/completion records	District Leadership District Trainers School Site Leadership School Site Trainers	• Ongoing throughout the school year • Summer Training Sessions • Pre-planning Week Training Activities
II c. Research-Based Strategies	**1.2.2; 2.2.2; 3.2.2. Content Focused:** Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence-	• NGCARPD • Reading Endorsement • ESOL • Writing Strategies • Adopted Curriculum Training • Rubric Development • Differentiated Instruction • Multi-tiered System of	Agendas, sign-in sheets, PD~eASY follow-up/completion records	District Leadership District Trainers School Site Leadership School Site Trainers	• Ongoing throughout the school year • Summer Training Sessions • Pre-planning Week Training Activities

	based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.	Supports (MTSS)			

Research-based Strategies:
We know that text understanding/comprehension instruction in grades 3-10 must consist of more than what is monitored through question-response and assessment. In order to teach text understanding, classroom practice must address the specific cognitive processes that underlie successful reading. Instruction should take place in interactive, "inquiry" settings with a focus on the following:

- Students will need to engage to a greater extent in deep analysis of the text and its meaning and implications;
- Instruction will have less emphasis on background information, comprehension strategies, picture walks, etc. (though these still can be brought in by teachers)
- Instruction will have greater emphasis on careful reading of a text, weighing of author's diction, grammar, structure, and organization to make sense of the text. Students must read closely to determine what the text says explicitly and make logical inferences from it; they must cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Rereading will play a greater role in teaching text understanding.
- Teachers will learn how to incorporate meaningful rereading of complex texts for a wide variety of purposes into their instructional program.

Making the transition to this interactive teaching model requires time and focus of professional development to assist all teachers in a school to redesign their instruction. The focus of our professional development for all teachers who teach using text should include:

1. Making close reading and rereading of texts central to lessons.
2. Providing scaffolding that does not preempt or replace text.
3. Asking text dependent questions from a range of question types.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

Assessments and Lesson Studies:
The District's process for lesson study follows the Florida Guide for Lesson Study Implementation, which states that Lesson Study is a form of long-term professional development in which teams of teachers systematically and collaboratively conduct research closely tied to lessons, and then use what they learn about student thinking to become more effective instructors. -Research for Better Schools (www.rbs.org)

Step six of the Lesson Study process requires that teachers reflect upon, analyze, and discuss the lesson and student data that has been collected; then synthesize the findings.

Within a school's multi-tiered system of student supports the lesson study cycle involves a group of teachers collaboratively planning a standards-based lesson to support a school identified research theme; implementing the lesson in a classroom; collecting observation data, based on the students' responses to the instruction; reflecting upon, analyzing, and discussing this data; and defining next steps based upon what they have learned. Lesson study empowers teams of teachers to engage in data-based problem-solving to accelerate student leaning.

Supports for Implementation: *The following provides guidance on focusing capacities on each of these priorities.*

Capacity to Focus Professional Learning on Instructional Improvement
District and school administrators' management and development of capacities shall give attention to capacity to support professional learning related to:

- *Teacher content knowledge with a focus on the common core state standards;*
- *Instructional strategies and methods for implementation of the common core state standards;*
- *Methods, strategies, and the conceptual background appropriate to differentiating instruction;*
- *Use of formative assessment and the principles of lesson study to guide instruction;*
- *Effective use of common planning time to focus on teaching and learning improvements;*
- *Teacher and principal use of data systems involving assessment information on student learning;*
- *Methods for using student learning data to formulate targets for improvement in IPDP and ILDP;*
- *Effective beginning teacher support programs based on evaluation data of student learning and teacher performance;*
- *Instructional practices that target high-needs students;*
- *Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices;*
- *Delivery of professional development to teachers, principals, and administrators on how to access local instructional improvement and state level data systems for the purpose of improving instruction;*
- *Changing culture and practices at persistently lowest performing schools.*

Capacity to Align Professional Development System to the Protocol Standards
District and school capacity management and capacity development actions taken to implement this professional development system shall include alignment with the State Board of Education's Protocol Standards for Professional Development Systems[37] *and support the*

[37] Professional Development System Protocol: http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf

framework for standards adopted by Learning Forward (formerly the National Staff Development Council.[38]

Capacity to Analyze Needs Assessment Data[39]

The district and the schools need a capacity to employ data analysis processes that involve identifying patterns and relationships in data. This is a capacity to work systematically through the levels of data, from general to more specific, making appropriate calculations and visual displays of the data (charts, graphs, tables), disaggregating the data, making clear, factual observations and involving multiple people in making observations for any given data source. District and school leaders will address these issues in managing capacity for needs assessment supporting professional development:

- *Who is responsible for data collection?*
- *What expertise is needed by those involved in data analysis in order to contribute to needs assessments for professional development?*
- *What organizational adjustments are needed to enable needs assessment processes to be productive?*

To support practices at the individual, school and district level that comply with the State Protocol Standards regarding Need Assessments,[40] *capacity management and development will focus on these issues:*

- ***Individual Needs Assessment:*** *Time, data, and training on data analysis will be available for instructional and administrative personnel to identify individual professional learning goals with primary emphasis on practices that impact student learning needs by analysis of student learning data, feedback from the evaluation system and collegial processes.*
- ***School Needs Assessment:*** *At least annually, collegial work time and appropriate data will be made available for school leaders and school improvement teams to identify professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other school data*
- ***Reviewing Annual Performance Appraisal Data:*** *Capacities will be provided that enable school administrators to view, analyze and communicate information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.*
- ***District Needs Assessment:*** *At least annually, time, human resources, and data analyses capacities will be focused on identification of district-wide professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data. These needs assessments capacities will support development and, as appropriate, revision to the Master Inservice Plan.*
- ***Expanded Data Sources:*** *At the educator, school, and district level, capacities for allocations of time, resources, and reorganization of supporting structures shall be*

[38] F.S. 1012.98 (1)
[39] as per 1012.98 (4)(b)(3)
[40] Professional Development System Protocol: http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf

employed so that collegial processes may be implemented to create additional data sources and/or data analyses to focus and deepen understanding of learning needs.

Capacity of School Leaders to Support School-based Professional Development

A significant portion of the professional development system is implemented at schools sites and impacted by decisions of school principals and school leadership teams. A professional learning culture at each school supports quality professional learning. The capacity of principals, leadership teams, and teacher-leaders to be providers and supporters of professional learning is an important aspect of a learning culture. Capacity management and development will focus on these leadership issues:

- *Active participation in planning, implementing, and evaluating professional learning aligned to school improvement plans:*
- *Communicating with faculty on the appropriate use of high effect instructional and leadership strategies and their relationship to state-adopted state standards for student learning;*
- *Communicating with faculty on the relationship between professional learning and student learning;*
- *Addressing resources needs to support professional learning at the school site;*
- *Aligning leadership priorities, practices and actions with faculty development needs;*
- *Modifying time structures to insure adequate time for professional learning at the school site;*
- *Supporting opportunities for engagement in collegial learning processes at the school site through knowledge and skills on collaboration, collegial learning processes, conflict resolution; diminishing barriers to success, and timely feedback processes;*
- *Communicating to faculty and stakeholders the alignment of initiatives with school, district, and state goals and purposes;*
- *Providing feedback on fidelity of implementation of initiatives;*
- *Assessing impact of professional learning (on or off campus) on actual practices at the school site.*

Capacity to Support a Professional Learning Culture

The foundation of an effective professional development system is based on the school and district leaders' success at managing and developing capacities to support a professional learning culture.

School Site: A cohesive professional development system results from collaborative efforts of the faculty, staff and leadership within each school to be active in improving the faculty and leadership's capacity to engage in professional learning School leaders and leadership teams will manage school site capacities for professional development in ways that promote the individual educator's:

- *commitment to the success of all students;*
- *willingness to engage in collaborative inquiry and learning that enhances individual and collective performance;*
- *coming to the professional learning experience ready to learn;*
- *exhibiting the courage to acknowledge learning needs and*

- *the determination and patience to continue learning until the practices are effective and comfortable.*

District Contributions to a Professional Learning Culture: At the district level, the capacities that support district operations are connected, coordinated, and aligned in ways that support the professional development system by managing and developing capacities to:

- *prioritize, monitor and coordinate resources for educator learning based on needs assessment processes aligned to district expectations for student learning, instructional and leadership practices;*
- *provide skillful leaders who develop capacity, advocate, and create support systems for professional learning;*
- *provide capacities for a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;*
- *align the intended outcomes of professional development events and processes with priorities for educator performance and student curriculum standards;*
- *integrate contemporary research and models of human learning to achieve the intended outcomes of professional learning events and processes; and*
- *sustain capacities that support continuous progress by prioritizing resources for professional learning on events and processes that apply contemporary research on systemic change and adult learning.*

Capacity to Monitor and Mitigate Barriers to Improvement

The district will maintain capacities to monitor and mitigate barriers to improvement efforts. Capacity management and development will focus on systemic monitoring of:

- *Change efforts without results: Capacities and deliverables will be monitored to maintain awareness of their impact on professional development purposes. Recognizing that professional development that engages educators in change initiatives can fail to have desired impacts if the focus of the change(s) desired is: too far removed from the core work of schools; lacks appropriate support; abandoned too soon to result in significant increases in student achievement, or focused on information about (i.e., inputs) rather than actual implementation (i.e., impact).*
- *Teacher isolation: School organization affects beliefs and practices related to resource allocation, teaching, and learning. Traditional school organizational practices can make it difficult for teachers and school leaders to interact during the workday. Are school and district capacities, structures, processes and events enabling educators to make decisions about curriculum and instruction within their classrooms in consultation and alignment with what other teachers who work with their students are doing?*
- *Lack of communication: Are there too few opportunities or structures for teachers to discuss issues of teaching and learning as grade-level, departmental, or cross-grade level teams or to provide input for decisions related to teaching and learning. Are expectations about teachers' roles and responsibilities and their alignment to core beliefs, purposes, and goals inconsistent, confusing, or nonexistent...or are they aligned with clearly communicated purposes and clear understanding of fidelity of implementation?*
- *Messaging failures: Where a few staff members participate in significant learning experiences with the expectation that they will share new learning with others, are time and opportunity to do so provided so that all are prepared for what all are expected to do, or are*

there new expectations for all but adequate preparation for only a few. By what method do we insure than "messaging" by those who are to "bring learning back" are shared and facilitated in effective ways?

- *Individual rather than shared goals: Learning organizations cannot function where educators operate independently, without formal opportunities to share information about teaching strategies or to use data to compare the effectiveness of different strategies. Is there a shared vision and continuous improvement process is use that guides professional growth?*
- *"Expertise is learned" theory of good teachers and leaders: Do school and district cultures credit professional learning as a primary route to developing expertise as an educator or rely on beliefs that "good teachers are born not made" While talent at the 'art" of teaching is real, is the 'science" of teaching and leading recognized as an improvement process that benefits all educators?*

4.3 Restructuring and Reorganizing for Capacity Development Associated Practice

Development of new capacities shall be a focused strategic planning and problem-solving process. The process will improve capacities for accomplishing the purposes of the district's professional development system. Restructuring the use of existing resources and workforce work routines is an essential part of an ongoing capacity development focus.[41]

RTTT SOW	Protocol Standards	What we will do SY 2013-14 and Beyond	Evidence	Responsible Parties	Time Line
II f. Common Planning	**1.2.6; 2.2.6; 3.2.6. Time Resources:** Sufficient time within the work day is available and used for professional development.	When schedules allow, school level planning times will be utilized for professional learning communities and professional development	Meeting minutes and sign-in sheets, committee member lists	Principals and school staff	At least once a month

Supports for Implementation: *We want our students to have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.*[42] *Creating success on the learning goals we want for all students is related to the quality and focus of professional development of the district's educators and supporting workforce. "The knowledge and skills required of today's teachers are so extensive that it makes the creation of teams of teachers more necessary. It also reinforces the need for shared leadership and restructuring of the school day to ensure that all students are engaged in learning."*[43]

As expectations for student learning and educator proficiency rise, new capacities that support a contemporary research-based professional development system are needed. "Capacity building

[41] Practices implemented by district staff and school leaders.
[42] SBE vision http://www.fldoe.org/board/meetings/2012_10_09/strategicv3.pdf
[43] *Our Responsibility. Our Promise.* A report by the Council of Chief State School Officers, December, 2012, p.iii

is the core route to improvement. It consists of new knowledge, skill, and competencies; additional resources (times, ideas, expertise, and money); and new motivation (the desire to put forth the effort to get results."[44] *Capacity development is a focused strategic planning and problem solving process to improve district professional development capacities. The district supports the goals of The Council of Chief State School Officers (CCSSO) on educator preparation priorities:*

"With the adoption of ...more rigorous learning standards....we must examine and transform how we prepare teachers and principals so that they can provide instruction and organize learning environments to help students reach these heightened expectations. To fulfill this promise, teachers and principals have asked for assistance in implementing a new vision of teaching students and leading schools that will require them to obtain and master new knowledge and skills to improve student achievement and growth".[45]

In support of this need to restructure the district will support continuous progress toward the following priorities in capacity development.

1. *Maximizing the use of existing workday time of educators to focus on professional learning and collegial processes that promote improvement;*
2. *Enabling schools to adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function;*
3. *Providing technology infrastructure, programs and resources to increase accessibility, efficiency, and adaptability of professional learning and collegial collaboration;*
4. *Tapping the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise;*
5. *Embedding days within the educators' work year and/or expanding educators' work year, with a long term*
6. *Capacities for engaging educators in other school districts in sharing expertise and problem-solving goal of 10 workdays focused on professional learning relevant to student needs*[46].
7. *Expanding on practices and resources relevant to enabling students to master state-adopted standards and be college and career ready*[47].
8. *Participation in statewide resources sharing processes available through department of education supported websites*[48].
9. *The capacity of staff development leaders to continuously improve their work through the ongoing evaluation of staff development's effectiveness in achieving school system and school goals for student learning*[49].

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[44] Fullan, M.; What's Worth Fighting For in the Principalship, 2nd edition, Teachers College Press, 2008 p.54
[45] Ibid, p. 2
[46] Killion, J. (2012). *Meet the promise of content standards: Professional learning required.* Oxford, OH: Learning Forward.
[47] as per F.S. 1012.98 (3)(c)); 1012.98 (4)(b)
[48] Florida School Leaders and CPALMS
[49] NSDC's Staff Development Code of Ethics – Principle 3

Policy 5. The Deliverables of the Professional Development System

FOCUS QUESTION: What policy and practices guide the shifts in the focus, design, and implementation of the deliverables of the professional development system to be observable, subject to quality control, priority subjects for monitoring and evaluation, and aligned with the priority purposes of the professional development system?

The Policy: Professional development deliverables supported by school and district resources shall be aligned with the priority purposes of the professional development system. They shall be observable, subject to quality control, and priority subjects for monitoring and evaluation.

- To support a professional learning culture conducive to educator growth, effective implementation of deliverables shall address these aligned functions:
  a. A planning process that employs research-based models for professional learning;
  b. Delivery that includes characteristics of high-quality professional learning;
  c. Follow-up that facilitates effective implementation of the targeted learning; and
  d. Monitoring and evaluation related to fidelity of implementation and impact.

- Deliverables of the professional development system include:
  a. Development activities. including individual and collegial learning processes,
  b. Training activities, including events, workshops, courses, conferences, modules, and plans;
  c. Digital or print resources, such as data, analyses, curriculum and other content-based resources, instructional strategy resources;
  d. Collaborations and coordinated programs with multiple elements; and
  e. Organizational structures that facilitate learning through development and/or training.

- The deliverables of the professional development system are funded through a variety of sources. Some deliverables are funded directly as professional development expenditures. Other deliverables are funded through other fiscal resources and/or embedded in workday routines of the professional educators. Analyses of sufficiency and alignment of deliverables in supporting the purposes of the professional development system applies to all deliverables regardless of funding sources.
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- Deliverables shall result from focusing capacities (expertise, effort, decision-making on resources) on the purposes of the professional development system. Deliverables supported with district and school resources may include, for example, those that are:
  - Designed and implemented to develop district educators' knowledge, practices, attitudes, skills, and/or ;
  - Revealed by contemporary research as likely to improve student achievement when done correctly and in appropriate circumstances;
  - Deliberately planned with coherent and coordinated in-depth actions and supports;
  - Successful at deepening workforce proficiency at implementing job responsibilities; and
  - Necessary to support implementation of standards.

Supports for Implementation: *"Deliverable" is a term used to describe the results of implementation of the professional development system. The professional development system generates deliverables in many forms. Deliverables are the tangible and intangible practices, events, processes, and outcomes that occur as a result of decisions and actions embedded in workforce routines. A deliverable may be one thing or composed of multiple smaller deliverables. A deliverable may be either:*

- *An outcome to be achieved: "Outcomes" are the observable impact on the proficiency of workforce performance and/or improvements in student learning that are attributable to or influenced by professional development training or development deliverables (e.g., "the percentage of teachers participating in lesson studies increased; " a learning culture has emerged in each school), or*
- *An output to be provided. An output is an event, program, resource (e.g., "an improvement plan based on needs assessments"; "a facilitated process on tracking student progress)*

A deliverable differs from a milestone or progress point or other measures of progress toward an output or outcome. The deliverables are the results of the process. While measures and perceptions of progress are important elements in continuous progress, a clear understanding of what results are expected from a system is a needed base line if implementation and evaluation are to have meaning.

The following practices are intended to generate results (deliverables) that achieve the purposes of the professional development system:

Practices Implemented Primarily at the School/District Level

SCHOOL LEVEL		DISTRICT LEVEL	
5.1	Improvement Planning	**5.3**	Aligning Deliverables with Policies and Purposes
5.2	Building a Professional Learning Culture5.	**5.4**	Key Personnel in Professional Development: Distributive Leadership
		5.12	Deliverables Aligned with Needs Assessments
		5.13	Coordinated Arrays of Professional Development Supports
		5.14	Deliverables Aligning Personnel Evaluation and Professional Development
		5.15	"Coaching for Improvement" support System
		5.16	Training and Development of Non-Instructional Personnel
		5.3	Aligning Deliverables with Policies and Purposes
		5.4	Key Personnel in Professional Development: Distributive Leadership
		5.5	Research-based Professional Development Models
		5.6	Priority Areas for Professional Learning Deliverables
		5.7	Leadership Development
		5.8	Educator Preparation Program
		5.9	Data Deliverables
		5.10	Online and Digital Professional Learning Resources
		5.11	Compliance with Statutes and Rules

See also Appendices:

- Appendix 1: Scope of the Deliverables
- Appendix 2: Distribution of Responsibilities for Implementation
- Appendix 3: Professional Learning Models Focused on Development
- Appendix 4: About Data
- Appendix 5: Professional Development Arrays

Practices Implemented Primarily at the School Level

5.1 Improvement Planning Associated Practice

The development and use of individual and school improvement plans, whether required or optional, are based on needs assessments. Such assessments consider student learning needs and the growth needs of educators and leaders that improve their capacities to meet student learning needs.[50] The educator's Individual Professional Development Plan (IPDP) specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning. School administrators create and implement Individual Leadership Development Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the Individual Leadership Development Plan.

RTTT SOW	Protocol Standards	What we will do SY 13-14 and beyond	Evidence	Responsible Parties	Time Line
III c. Data Guiding Growth Plans	**1.1.3.** Individual Professional Development Plan **2.1.5.** Individual Leadership Development Plan	• ePDC to enter PLPs • Use of PLPs	• Reflection on past PLP and goal setting of new PLP • Reflection on past ILDP and goal setting of a new ILDP	• Administrators and teachers • District level staff and administrators	First month of school and revisited middle of year and end of year

Supports for Implementation: *School improvement plans are to focus on differentiated instruction, meaningful student relationships, and professional collaborations (collegiality)*[51]*. The professional development system shall be implemented with processes that provide follow-up support (e.g. monitoring and feedback, reflection, peer mentoring appropriate to school-level improvement goals.*[52] *School improvement plans are collaboratively developed. This shall*

[50] Practices implemented by school leaders.
[51] as per F.S. 1012.98 (3)(a)
[52] as per F.S. 1012.98(4)

involve shared reviews of data and reflective dialogues on defining problems and identifying solutions.

The individual improvement plans shall provide needs based professional learning targets. Teacher improvement plans shall address specific measurable improvements expected in student performance as a result of the targeted professional learning and at least one growth target shall be related to specific performance data for the students to whom the teacher is assigned. The data included in needs assessments for individual teachers shall be data on the teacher's students. Such data may include classroom and school generated data from tracking student progress as well as standardized test results.

The improvement plans should be part of a long term process of deliberate practice and shall include an evaluation component that determines the effectiveness of the professional development[53].

5.2 Building a Professional Learning Culture Associated Practice

The deliverables of the professional development system are used to support building and sustaining a professional learning culture at the school sites. A professional learning culture encourages rigorous and collegial learning effort, risk-taking in pursuit of student achievement and professional growth. As referenced in Practice 3.2, implementing learning cultures in schools is a key element of the district becoming a learning organization.

Such cultures allow exploration of mental models and foster acceptance of attitudes that support a learning culture (e.g., focusing on what is best for students, growth-oriented mindset, high expectations – "all means all," deliberate practice, learned optimism).[54]

Supports for Implementation: *A professional learning culture encourages rigorous and collegial learning effort, risk-taking in pursuit of student achievement and professional growth , exploration of mental models, and fosters acceptance of attitudes that support a learning culture (e.g. focusing on what is best for students; growth-oriented mindset; high expectations – "all means all"; deliberate practice; learned optimism)*

Core educator proficiencies that impact student success are priority issues for continuous improvement in a learning culture. Learning cultures (district and school) support collegial learning practices and focus effort on priorities. A learning culture supports use of data and improvement planning processes to identify professional learning needs. To support a learning culture, recurring opportunities shall be provided for individual reflection and collegial dialogue that addresses these questions related to core educator proficiencies:

- *Do educators have sufficient mastery of the academic content that students need to know?*
- *Do educators have the knowledge and skills needed to plan and implement effective instruction?*

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[53] as per F.S. 1012.98 (5)

[54] Practices implemented by school leaders and leadership teams with district support. Learn more about learning cultures at http://agelesslearner.com/articles/lc_connerclawson_tc600.html

- *Do educators have a sufficient repertoire of instructional strategies that they can implement correctly and in appropriate circumstances so the needs of all students are met?*
- *Are leadership practices sufficient and appropriate to organize, focus, and provide useful and timely feedback on instructional practices?*

Practices Implemented Primarily at the School and District Level

5.3 Aligning Deliverables with Policies and Purposes Associated Practice

Employees of the district, consultants, and contractors participating in design, implementation, or evaluation of deliverables of the professional development system shall implement their responsibilities in a manner consistent with the district's professional development policies and the purposes of professional development.[55]

Supports for Implementation: *Results matter! In regard to the deliverables of the professional development system, planning what results to pursue, implementing what was planned, and evaluating the actual results obtained are all practices guided by the purposes of the professional development system. Those with a meaningful role in the design and/or implementation of the deliverables of the system will impact the quality of results based on how well they align their decisions and action with the purposes of the system. Those conducting evaluations need to be guided by the purposes of professional development system in calculating progress, making judgments on outcomes, and assessing trends.*

5.4 Key Personnel in Professional Development Distributive Leadership Associated Practice

A comprehensive and collaborative professional development system requires active engagement at many levels and forms of leadership. Distributive leadership involves both distribution of leadership responsibilities but also routines for leaders at all levels to communicate with each other on a regular basis. Key personnel in the ongoing implementation of policies and associated practices of the professional development system are: [56]

- District leaders responsible for operations supporting college and career ready student outcomes
- District professional development Staff
- Principals and school leadership teams, including teacher leaders
- Collegial team learning leaders
- Facilitators and developers
- Trainers and presenters

Supports for Implementation: *District and school level leaders have essential roles in generating a successful professional development system. Key roles include:*

- *District Leaders responsible for systems supporting college and career ready student outcomes; Those district leaders in the "chain of command" for school principals; those with authority to make decisions regarding resource allocations; those responsible for*

[55] Practices implemented by all involved in design, delivery and evaluation of deliverables.
[56] Practices implemented by district leaders.

district curriculum requirements, and those with responsibility for monitoring compliance with student support obligations of the district.

- *District Professional Development Staff: Those tasked with the functions of a district Professional Development Director will be provided appropriate professional learning for professional development leadership functions, which shall include state requirements regarding preparation of the Master Inservice Plan, Protocol Site Reviews, monitoring district compliance with state statutes and SBE rules regarding professional development, planning needs assessment data collection processes, and collaboration with other district and school administrators and other districts to establish a coordinated system of professional development.*
- *Principals and School Leadership Teams: A significant number of the district's quality methods of professional learning are events or processes that are under the control or influence of a school principal and his/her leadership team (e.g. assistant principals, instructional coaches, collegial teams such as lesson study groups or PLCs, teacher-leaders, team leaders, peer coaches). Such personnel will be provided appropriate professional development in methods to create and sustain a professional learning culture of high expectations for all students, including professional learning on supporting standards-based instruction, providing needs assessment processes, collegial learning processes, and alignment of initiatives with goals and purposes.*
- *Collegial Team Learning Leaders: Staff who accept the responsibilities of leading and supporting Lesson Studies, Professional Learning Communities (PLCs). Communities of Practice, focus groups and other team learning processes shall be provided professional development on fidelity of implementation of the collegial processes involved.*
- *Facilitators and Developers: Staff and/or consultants tasked with facilitating professional learning or developing professional learning content shall be provided professional development on the significance of clear and purposeful professional learning goals to strengthen the effectiveness of instruction, participant active learning, guided practice with feedback, and results monitoring.*
- *Trainers and Presenters: Staff and/or consultants tasked with delivery or development of training or presentations intended to inform about specific job responsibilities or change initiatives shall be provided professional development on the significance of appropriate oral, written, and electronic communication and collaboration skills, clear and purposeful messaging goals, and alignment of training/presentation content with specific job responsibilities of intended recipients.*

Engagement in professional development's purposes, applying capacities to actively engage in deliberate practice, expending the professional efforts required to learn new skills, and evaluating to assess progress and chart next steps is a process every individual does in pursuit of continuous progress. The collective effort of all determines the effectiveness of the professional development system. The success of those in leadership and mentoring roles in focusing on the purposes, capacities, deliverables, and evaluation of professional learning is particularly critical to generate a learning culture.

Appendix 2 provides illustrative examples of how focusing, aligning and quality implementation of the professional development system is distributed through many types of positions and roles.

5.5 Research-based Professional Development Models Associated Practice [57]
Deliverables intended to go beyond a training function and support actual development of participants on issues related to standards (e.g., CCSS, Protocols, FEAPs or FPLS) or initiatives (e.g., lesson study; Just Read, Florida; multi-tiered system of supports; performance appraisal rubrics) shall be implemented using a research-based model for professional development and incorporate characteristics revealed by contemporary research as high quality professional development. [58]

Supports for Implementation: *Shifting the distribution of roles in professional development requires an expanded concept of what constitutes professional development and who will be responsible for leading and implementing the learning opportunities. Professional learning deliverables will be planned and implemented that are consistent with contemporary research on effective models of professional learning* [59] *and the roles of school leaders in faculty and leadership development*[60]

Models of professional development must meet the wide-ranging needs of educators (e.g., subject matter knowledge, pedagogical content knowledge, content and sequencing of standards). Models employed are to be appropriate to the participants learning targets.
The research-based models of professional learning may be employed in this district and, as appropriate be used to deliver components in the Master In-service Plan (MIP). The MIP may contain deliverables designed to support "development" and those designed to provide "training". The majority of the districts professional development resources are to be used to support development.

Development Models: A "development" deliverable is designed enable the learner to substantially improve specific practices or master implementation of a new practice. These types of professional learning occur over time, include active learning, guided practice, and repetitive implementations to implement with fidelity. Development models may be either participant managed or event leader managed, but both types focus on sustained learning resulting in changes in practice.

An approved list of development models are provided in Appendix 3

Training Models: Training is a deliverable focused on awareness, knowledge and application of skills. The content, learning processes and activities, time commitments, and expected outcomes are determined by the trainer(s). Training, whether for individual or groups, is typically delivered in a face-to-face workshop or tutorial format using processes such as lecture, demonstration, role-playing, or guided reading, or thorough online processes such as webinars, PowerPoints, and downloadable documents.

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[57] As per section 1012.98(4), Florida Statutes (F.S.).
[58] Practices implemented by all involved in development of development programs.
[59] Joyce, B., & Calhoun, E. (2010). *Models of professional development: A celebration of educators*. Thousand Oaks, CA: Corwin; and Sparks, D., & Loucks-Horsley, S. (1989). Five models of staff development for teachers. *Journal of Staff Development 10*(4), 40-57.
[60] SBE Rule 6A-5-081 Standards 4 and 7

Characteristics of High Quality Professional Development: Deliverables of the district's professional development system are expected to represent characteristics revealed by contemporary research[61] as high quality professional development. As many of the following as are appropriate to the deliverable type or model should be incorporated into professional development programs, events, and processes:

- *Are focused on content;*
- *Develop knowledge and skill related to the participants job(s);*
- *Align with standards, curriculum, and assessments;*
- *Involve active learning by participants;*
- *Are applied in the context of the practice of the participants;*
- *Are participatory and collaborative;*
- *Occur over a sustained period of time; and*
- *Require participants to take responsibility for their personal professional development.*

5.6 Priority Areas for Professional Learning Deliverables Associated Practice

Professional learning deliverables shall be provided that support standards-based instruction and fidelity of implementation of initiatives, standards, and processes that support quality instruction and leadership. Those individuals with responsibilities for design and/or delivery of such deliverables shall include components that support subject matter expertise and methodology expertise. Such deliverables will support participant's fidelity of implementation on[62]

- Research-based practices related to student learning growth and mastery of CCSS and NGSSS.
- Collegial and team learning processes.
- Needs-based deliberate practice.

Supports for Implementation: *Quality instruction that supports students in rigorous efforts to master Common Core standards and NGSSS is characterized by fidelity of implementation of effective practices and focus on the appropriate content. Standards-based Instruction (SBI) priorities for deliverables include:*

- *Subject Matter Expertise: The state adopted standards for student learning (Common Core and Next Generation Sunshine State Standards) are subject matter knowledge and content related skills that, when mastered by students, lead to being college and career ready and competitive in a global economy. Educator expertise in the state adopted standards is a function of the district's professional development system.*

- *Methodology Expertise: There is a cause and effect relationship between the quality of student learning for all students and the quality of the practices of teachers and school leaders. Educator expertise in using these effective practices for standards-based instruction is a function of the district's professional development system.*

[61] McREL Technical Assistance Module 3; located at https://www.floridaschoolleaders.org/resources/EPA/index.aspx?oID=1124

[62] Practices implemented by those with responsibilities for design and/or delivery of deliverables.

Fidelity of implementation priorities for deliverables includes:

- *Research-based Practices: Contemporary research on instructional and leadership strategies reveals a core repertoire of practices that, done correctly and in appropriate circumstances, improves the probability of student success. These findings are embedded in statewide initiatives for improving instruction and learning for all students, and in the Florida Educator Accomplished Practices (FEAPs), the Florida Principal Leadership Standards (FPLS), and in indicators in the district's evaluation system for instructional and administrative personnel. Educator proficiency at implementing these initiatives, standards, and indicators with fidelity is a function of the district's professional development system.*
- *Collegial and Team Learning: Professional learning keeps pace with the evolving needs of our local, state, and national cultures when learning is supported by collegial and team learning processes based on problem-solving, active rather than passive engagement by learners, and use of emerging technologies to interact with both other learners and the global escalation in the body of human knowledge. Educator proficiency at implementing collegial and team learning practices with fidelity is a function of the district's professional development system.*
- *Needs Based Deliberate Practice: Continuous growth in expertise results from timely data, evidence, and reflection on learning needs, setting priorities for professional growth, rigorous engagement in actual change, and evaluating the impact of instructional and leadership practices on student learning. Data efficiently collected and effectively analyzed deepens our understanding of what educators need to do to improve student learning results and success for all students. Educator proficiency at implementing quality professional learning practices with fidelity is a function of the district's professional development system.*

5.7 Leadership Development_Associated Practice [63]

As the role of the school leader (the principal in particular) is a major element in the quality of educational services provided by the district, the professional development system shall provide on-going support to leadership development with an emphasis on proficiencies that support instructional leadership and faculty development.[64]

RTTT SOW	Protocol Standards	What we will do SY 2013-14 and beyond	Evidence	Responsible Parties	Time Line
a. Faculty Development	**3.1.6. Leadership Development:** The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning	• Principal leadership program • Instructional Coaching Book Study • PD360 Training and Technology Use	• Agendas • Power Points from each session • Sign-in sheets • ePDC follow-up/completion records	• district staff • district staff for administrators and instructional coaches • District staff and administrators	• ongoing throughout year • July-September • very in-depth training throughout year

[63] As per section 1012.98(4) (b) (6), F.S.

[64] Practices implemented by supervisors and all levels.

	that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.				

Supports for Implementation: *The Florida Principal Leadership Standards[65] (FPLS) address the roles of school leaders in instructional leadership, faculty development, and leadership development. To achieve the goals set forth in the FPLS, CCSS and the NGSSS, principals must accelerate their movement from being the school manager to being the "primary teacher developer and architect of collaborative learning organizations."[66] Schools benefit from a "collective leadership" that includes teachers and others in decision making.[67] To support principals, aspiring principals, and school leaders in this, the district deliverables shall include:*

- *On-going professional learning opportunities on mastery of the practices embedded in the FPLS*
- *Use of the districts evaluation system to monitor and provide timely feedback on faculty staff proficiency on indicators related to practices that impact student learning*
- *A theoretical and working knowledge of how to build and foster collegial work in schools.*
- *How to use resources (e.g., time, expertise) strategically to advance student achievement.*
- *Use individual and school improvement planning processes to focus on actual changes in practice*
- *Proficiency at school leadership high effect size strategies*

Programs of aligned deliverables provided for school leaders shall include:

- *A district or Panhandle Area Educational Consortium program, Department of Education approved, leading to certification as a school principal (level II certificate).*
- *A district, Department of Education approved, leading to certification in Educational Leadership (level I certificate).*
- *Student Achievement (meeting FEAPS and FPLS Domain 1 expectations)*
- *Instructional Leadership (meeting FEAPS and FPLS Domain 2 expectations)*
- *Organizational Leadership (FPLS Domain 3)*
- *Professional and Ethical Behavior (FEAPs, FPLS, Code of Ethics, Principles of Professional Conduct)*

5.8 Educator Preparation Programs Associated Practice

The district shall provide supports for beginning and aspiring teachers (interns) consistent with state requirements and provide:[68]

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[65] SBE rule 6A-5.081, standards 3,4 and 7

[66] Drago-Severson, E. (2012). New opportunities for principal leadership: Shaping school climates for enhanced teacher development. *Teachers College Record 114*(3), 6-50.

[67] Louis, Leithwood, Wahlstrom, Anderson et al. Learning From Leadership: Investigating the Links to Improved Student Learning; Center for Applied Research and Educational Improvement/University of Minnesota; 2010

[68] Practices implemented by district leaders.

- Beginning teacher supports for the first two years of teaching consistent with Florida Department of Education standards, including the use of course descriptions, lesson designs and student data for a multi-tiered system of supports (MTSS), understanding the evaluation system, mentoring and observation of effective teachers, and feedback on use of the FEAPs;
- Clinical educator training (CET) aligned to the state CET model for educators who provide support to student interns and beginning-level teachers; and
- District certification programs and Professional Education Competence (PEC) components to support progress toward a professional certificate.

RTTT SOW	Protocol Standards	What we will do SY 2013-14 and beyond	Evidence	Responsible Parties	Time Line
IV a. Beginning Teacher Support Programs	**1.3.1** The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his/her practice. **1.3.2** Skillful coaches, mentors, or others provide sufficient classroom- and school-focused support and assistance to the educator to ensure high-fidelity implementation of professional learning. **2.3.2; 3.3.2** The school and district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.	• A meeting will be held at the beginning of the school term with all new teachers. Teachers will be required to complete a variety of training programs dependent on the grade levels and / or the content area they teach. • mentoring • mentor training	Attendance and completion of training programs along with observable evidence of teacher practice during informal walk-through observations.	District Staff, Academic analysts, academic specialists, reading specialist	ongoing all through the year

Supports for Implementation: *Supports for beginning teachers and interns will be aligned with FLDOE standards and shall include:*

- *Implementing a beginning teacher support program for teachers in the first and second year that integrates data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction; builds in time for observation of effective teachers; Includes collaboration with colleges of education, as appropriate; defines a clear process for selecting and training coaches/mentors;*
- *Providing beginning teachers access to development of professional educator competencies (PEC) needed for full certification;*

- *Providing access to clinical educator training (CET) to those for whom it is required (i.e., all district personnel and teachers, including school psychologists, guidance counselors, and school social workers, who supervise or direct teacher preparation students during field experience courses or final internships.*
- *Components in the MIP that support development of peer and mentor teachers and processes for master teachers to share expertise with beginning teachers.*
- *Include observations on the core effective practices described in the FEAPs and reviews of student performance data.*
- *Individualized support and training provided to first-and second-year teachers and a process to determine the effective teachers who will provide coaching/mentoring in the district's beginning teacher support program*
- *Integration of data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction, time for observation of effective teachers; including collaboration with colleges of education, as appropriate; and a clear process for selecting and training coaches/mentors.*
- *Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with State PD Protocols 1.3.1; 1.3.2; 2.3.2; 3.3.2)*

5.9 Data Deliverables Associated Practice

Data and uses of data are deliverables of the professional development system. Data analyses shall be used to track student progress, identify student learning needs, guide lesson design, planning and adjustment, and generate professional learning growth feedback and targets. Collecting and analyzing data are recurring topics for training and development. [69]

Supports for Implementation: *The professional development system shall provide an array of professional development deliverables to support teachers and school leaders' proficiency in tracking student progress, analyzing data on student learning, and identifying student needs. Student achievement data are at the heart of needs assessment at the district, school, and educator level. Professional development deliverables are to be provided at both school and district levels to support faculty and administrators capacity to analyze student achievement data school by school at the district level and classroom by classroom at the school level to identify gaps in student learning.*

Student needs are identified where data points to gaps in student learning. Proficiency in use of such data will inform curriculum and instruction adjustment needs at the classroom and school levels. They also support reflective thinking about whether the curriculum and/or instructional adjustments needed are within the educators' current repertoire or if new professional learning is required. . If educators cannot address student needs adequately with their existing instructional or leadership proficiencies, then student data informs professional development needs. Student data analyses, as a deliverable in the professional development system, may be used to help identify an appropriate focus for professional development for different schools, classrooms, and groups of teachers to maximize the investment of time and resources in professional learning and making an essential link between student achievement and professional learning offerings.

[69] Practices implemented by school and district leaders.

In addition to the student learning needs data described above, district, school, and individual professional learning needs assessments may be based on data that identifies professional learning needs related to:

- *Sequencing curriculum and instruction on the state-adopted standards assigned to the course(s) taught;*
- *Depth of understanding of subject content in state-adopted standards assigned to the course;*
- *Educators' proficiency in FEAPs and FPLS practices;*
- *Use of deliberate practice/individual growth plans as part of the school and district culture;*
- *Implementation of rubrics in the district's evaluation system with fidelity;*
- *Alignment of individual needs with school and district improvement plans;*
- *Alignment of state and district initiatives to focus on college and career-ready outcomes;*
- *Understanding of the relationships between state standards, district curriculum, and teacher-crafted learning goals and activities;*
- *Certification needs;*
- *Performance evaluation data;*
- *Attendance, grade, promotion, graduation and post-graduation enrollment data;*
- *Student services and discipline data;*
- *Parent and student satisfaction surveys;*
- *School learning environment surveys;*
- *Data on knowledge and skills needed to implement the state's academic standards;*
- *Data on proficiency on strategies in individual and school improvement plans.*

Multiple sources of data should be used, wherever possible, to inform needs assessments processes.

Appendix 4 provides further guidance on using data in improvement planning.

RTTT SOW	Protocol Standards	What we will do SY 2013-14 and beyond	Evidence	Responsible Parties	Time Line
III a. Data Access	**1.2.5; 2.2.5; 3.2.5. Use of Technology:** Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.	1. Educational Impact will be used as an online platform that will be used by teachers to self-select PD based on self-reflection or assigned by the principal/dean based on observations during a feedback session with the teacher. 2. Teachers will access online PD through PAEC based on teacher need. • PD360 • Performance Matters • Achieve 3000 • Success Maker • SKYWARD • PMRN • Adopted Core Curriculum	1. Educational Impact completion reports. 2. Reports from PAEC noting completed online offerings. 3. Web-based Usage Reports	District staff, administrators, or specialists and analysts may request specific training. Teachers may select and view trainings based on their own selected needs	Ongoing throughout the year as needed
III b. Data Systems	**1.4.4; 2.4.4; 3.4.4. Evaluation Methods:** The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.	• LIIS systems/Performance Matters • Standardized test results • District Formative Assessments • EOCs • PERT	• Board meeting agendas and Minutes • Printable reports, data notebooks, and portfolios kept and utilized by teachers	• district staff and administrators • district staff, administration, academic specialists and analysts, teachers	• Summer before each school year • after each progress-monitoring event

5.10 Online and Digital Professional Learning Resources Associated Practice [70]

As the teachers, schools and district leaders need to be proficient in the use of digital and technology resources that support learning, the professional development system supports the use of digital and technology resources. This includes participation in state and regional initiatives

[70] As per section 1012.98(4) (b) (3), F.S., regarding integrated use of technology to enhance teaching and learning.

for Florida educators and school districts to share professional learning resources through online repositories of professional learning content. [71]

Supports for Implementation: *Student learning resources are increasingly provided in digital form and accessed via technology. Supporting student learning, connecting with other professional learners, and accessing needed professional learning requires the district's educators to be proficient in 21st century learning technologies. Consequently the districts educators need to be proficient in use of technology and web-based learning processes. Participation by educators in school, district, regional, state, and national communities of practice via technology supports is an essential element in being college and career ready and in deliberate practice for the workforce.*

- *To support these needs, the district shall implement the following:*
  - *MIP components shall be provided that provide training in use of digital and technology resources for student and professional learning.*
  - *Using district provided technology for networking with among educators to participate in communities of practice and monitor regional, state, and national conversations on professional issues is an approved practice.*
  - *Internet and digital processes may be used for sharing professional learning opportunities and shall include effective professional development programs on use of these websites. All instructional and administrative personnel shall have access to district and state provided websites focused on professional learning.*
  - *All school-based educators and school administrators will be trained on use of CPALMS website (www.floridastandards.org) to stay current on course descriptions identifying standards aligned with each student course, professional learning supports for standards-based instruction, and tools on the site for sharing and improving instructional content, lesson planning, and curriculum mapping*
  - *All school-based educators and school administrators will be trained on use of Florida School Leaders website (www.floridaschoolleaders.org) to access online learning resources for instructional and administrative personnel providing leadership in school improvement, educator professional growth, supports for collegial sharing, and peer mentoring on school improvement and educator development.*
  - *Master teachers, highly effective beginning teachers, and their supervisors will be trained to use the "Helping Hints" online sharing tools at www.floridaschoolleaders.org to share effective practices with beginning and developing teachers.*
  - *District and school leaders will be trained on how to access the Florida Educator's Video Repository to share video exemplars of effective practice*[72]*.*
  - *District staff with responsibilities for professional development will be trained on how to use the PDNET resource located the on Florida School Leaders website to identify and share access to state, PAEC, and district online professional learning resources aligned to state initiatives, the FEAPS and/or FPLS.*

[71] Practices implemented by all professional developers and school and district leaders.

[72] Training on accessing the Video Repository and making useful videos for sharing may be found at www.floridaschoolleaders.org section on Professional Development Systems

5.11 Compliance with Statutes and Rules Associated Practice

Professional development system deliverables, and other school and district actions as needed, are provided to comply with requirements of statutes, State Board of Education rules, and applicable grant requirements. In addition, the district recognizes the advantages of implementing the regulations to the betterment of the system.

Practices that support workforce understanding of what is expected are an essential element in a professional learning system. State and district communication processes that impart needed information to selected district and school leaders are only part of the process. Practices are also needed to ensure that this information is provided in a timely and comprehensive form to the necessary individuals within the district.[73]

Supports for Implementation: *Whether embedded in MIP components or other initiatives, practices or events, the following processes are required deliverables of the district's professional development system:*

Aligning Evaluation and Professional Development Systems

- *Processes for enabling instructional and school administrative personnel to use evaluation system indicators and monitoring and feedback processes to guide growth in proficiency in the research –based practices embedded in the Florida Educator Accomplished Practices (FEAPs) and Florida Principal Leadership Standards (FPLS);*
- *Processes for using results from instructional and school administrator evaluations to identify priority growth targets, allocate supporting resources, and focus the capacities of the professional development system on workforce growth needs that make the most difference for student learning;*
- *Processes for instructional personnel to establish an Individual Professional Development Plan (IPDP) that contains deliberate practice growth targets that are, in part, based on analysis of student performance data and results of prior evaluations;*
- *Processes for school administrators to establish an Individual Leadership Development Plan (ILDP) that contains deliberate practice growth targets that are, in part, based on analysis of student performance data and results of prior evaluations;*
- *Processes for analysis of student achievement data/growth measures that are used as a metric in employee evaluation;*

Professional Learning Culture at School Sites

- *Processes to train school administrators in faculty development practices that support* ***effective recruitment, retention and development of an effective and diverse faculty and staff.***
- *Processes that enable all schools to provide professional development for classroom teachers that focus on implementation of the common core standards, employing the*

[73] Practices that comply with selected requirements in the School Community Professional Development Act (F.S. 1012.98), Student Success Act (F.S. 1012.34) and Race to the Top scope of work.

principles of lesson study, and formative assessment as a process for tracking student progress;

- *Processes for training principals to implement professional development based on the principles of lesson study and the process needed to implement lesson study in a school;*
- *Processes that enable school administrators to modify classroom teacher work schedules to allow for common planning time, by grade level (elementary) or subject area (secondary), for lesson study or collegial team learning focused on instructional quality, student work, and outcomes, without reducing time devoted to student instruction;*
- *Processes that enable schools to provide a minimum of one lesson study per week for each grade level or subject area;*
- *Processes for delivery of a beginning teacher support program for teachers in the first and second year that integrates data from multiple evaluations, coaching/mentoring, and assistance on using student data to improve instruction; builds in time for observation of effective teachers; includes collaboration with colleges of education, as appropriate; and defines a clear process for selecting and training coaches/mentors;*

Student Learning Growth Priorities

- *Processes for training principals to implement and monitor professional development programs at the school level that focus on the common core standards;*
- *Processes and strategies for tracking student progress on learning goals via ongoing formal and informal assessments of student achievement;*
- *Processes for implementation of a multi-tiered system of supports (MTSS) by identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas;*
- *Processes that enhance educator subject content expertise relevant to standards in courses descriptions,*
- *Processes that integrated use of classroom technology and digital learning resources that enhance teaching and learning;*
- *Classroom management processes that engage students in learning;*
- *Parent involvement processes that engage parents as partners in the students education;*
- *Student and school safety processes that promote the well-being of the students;*

Such other processes as may be required to implement statutes or SBE rules.

Practices Implemented Primarily at the District Level

5.12 Deliverables Aligned with Needs Assessments Associated Practice

The majority of the district's professional development expenditures for deliverables will focus on deliverables that address issues related to needs assessments. Spending will support what we know we need. The district's supported needs assessments processes will focus on issues that

align with student and educator learning needs and fidelity of implementation of state and district initiatives promoting college and career ready students.[74]

Supports for Implementation: *In an educator, expertise matters. Developing and sustaining expertise as an educator results from career-long deliberate effort to deepen proficiency on practices that improve educational outcomes for the students. Needs assessments shall be used to identify professional learning needs at the educator, school, and district level on issues most closely associated with improvements in student learning. This shall include identification of professional learning needs related to standards-based instruction and fidelity of implementation of initiatives, standards, and processes that make the most difference for student learning.*

The superintendent shall assign responsibilities to appropriate district and school level staff to plan and implement needs assessment processes consistent with district policy. Investments of time and resources in the needs assessment process shall be sufficient to identify needs relevant to the purposes of the professional development system. Information sources to inform needs assessments may include:

- *Analyses of disaggregated student achievement, growth and behavioral data;*
- *Data generated by school-based tracking of student progress on learning goals;*
- *Focus group or collegial learning team analyses of member needs;*
- *Protocol site review findings;*
- *Reflection and self-reporting by educators on their perceived FEAPs or FPLS learning needs;*
- *Results from evaluation system feedback or ratings;*
- *Survey or interview feedback from students, parents, and/or educators on targeted job responsibilities related to student success;*
- *Expanded Data Sources: At the educator, school, and district level, collegial processes may be employed to create and implement additional data sources to focus and deepen analysis of learning needs.*

Needs assessment practices at the individual, school and district level shall comply with the State Protocol Standards regarding Needs Assessments.[75] *District and school deliverables to support practices in the Protocols Standards should reflect the following regarding needs assessments:*

- *Staff understanding of the types and sources of data that should inform professional development needs assessments;*
- *The availability of a variety of professional development needs assessment data in the district and its schools ;*
- *The existence and appropriateness of the needs assessment instruments the district or its schools currently use;*
- *The ability of staff to collect, analyze and use a variety of sources and types of data for needs assessment. data, especially the results from teacher evaluations (district and school levels), principal evaluations (district level) and professional development system evaluations;*
- *The district's workforce needs for proficiency in collecting, analyzing, and using a variety of sources and types of data for needs assessment;*

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[74] Practices implemented by all school and district leaders with supervisory duties.

[75] Professional Development System Evaluation Protocol: http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf

- *How requirements for new needs assessment capacities might impact what is included in next year's master in-service plan.*

The following outcomes of needs assessments are deliverables of the system and are to be generated at least annually:

- *Individual Needs Assessment: Instructional and administrative personnel identify individual professional learning goals with primary emphasis on practices that impact student learning needs by analysis of student learning data, feedback from the evaluation system and collegial processes.*
- *School Needs Assessment: At least annually the school identifies professional learning needs to be addressed in the School Improvement Plan through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other relevant school data.*
- *Reviewing Annual Performance Appraisal Data: The school administrator uses information from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.*
- *District Needs Assessment: At least annually the district identifies district-wide professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data.*

5.13 Coordinated Arrays of Professional Development Supports Associated Practice Instructional and leadership improvement initiatives of the district shall be supported by a coordinated array or cluster of deliverables focused on support for fidelity of implementation of the specific initiative.[76]

Supports for Implementation: *Engagement in professional learning by the instructional, non-instructional, and administrative staff throughout the school district results in a broad array of professional learning deliverables. Each is aligned to some identified need or performance requirement. Some state or district initiatives focused on instruction require more professional development support than a training event or specific MIP component.*

Based on needs assessments, initiatives requiring multiple supports for implementation with fidelity (such as implementing the practices in the FEAPs, use of research-based practices in instructional personnel evaluation systems, and the shift to Common Core standard) may be supported with an array or cluster of professional development supports. Such professional development arrays may be school or district based and may include supports from online resources, PAEC, and other districts. Such arrays are to be provided that support development of both instructional and leadership personnel as is appropriate to the targeted initiative and the priorities of the district. The majority of the resources allocated to support such an array are to be focused on development and actual implementation. MIP points may be allocated to the entire array or to its component parts.

[76] Practices coordinated by district professional development staff.

As issues with recurring impact and evolving district, state, and national expectations, professional learning arrays supporting the following initiatives shall be included in the districts professional development system[77]*:*

- *Deepening teacher mastery of content of state academic standards: Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSSS)*
- *Standards-based instruction*
- *Evaluation system: Using rubrics and feedback from evaluation processes to guide professional learning*
- *Data collection and analysis to assess student needs and track progress on state standards*
- *Deliberate Practice (to include Florida Continuous Improvement Model (FCIM), needs assessment competencies and improvement planning, collegial team learning processes)*
- *Core proficiencies regarding classroom management, parent relations, and school safety*

The district supported deliverables to be considered part of such a professional development array shall be identified and communicated to appropriate workforce members. Professional development arrays are a critical tool for moving from the traditional listing of discrete MIP components to a coordinated and collaborative professional learning process that aligns multiple supports for mastery of initiatives. The alignment of such arrays with student success on the Common Core and NGSSS will enhance the impact of professional learning on student success. "Fundamental to the success of the core standards (CC and NGSSS) are educators knowing what the standards call for in terms of student learning, how to design learning experiences for students to meet the expectations, how to transform their existing classrooms and schools to achieve the standards; and how to access classroom resources that support personalizing instruction to meet the unique learning needs of each student."[78]

The FEAPs states that the effective educator designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs[79]*. The need for professional development deliverables that support this individual responsibility will be addressed through a substantial portion of district professional development deliverables being focused on coordinated and aligned training and development arrays for improvement of instruction. While some deliverables are isolated training or development events with a specific focus, the focus for use of district professional development resources shall be on professional development arrays that provide a coordinated array of deliverables focused on support for fidelity of implementation of specific instructional initiatives.*

At the school level, leaders monitor the alignment over time of the focus of various team, department, and faculty meetings. PLCs, lesson studies, feedback on observations, and walkthroughs have as priority the professional learning needs of the faculty. A recurring monitoring question is "If we need to learn more about "X", when and where are those learning opportunities schedules.

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[77] Consistent with issues in F.S. 1012.98 (4)(b)(3), 1012.98 (3)(c), and 1012.98 (10)

[78] Killion, J. & Hirsh, S. (2012). *Meet the promise of content standards; Investing in professional learning*. Oxford, OH: Learning Forward.

[79] SBE Rule 6A-5.065 – Continuous Improvement 1(a) - FEAPs

See also supports for 7.2 for using the MIP for supporting arrays)

5.14 Deliverables Aligning Personnel Evaluation and Professional Development Associated Practice

Personnel evaluation and professional development are coordinated systems. The professional development system shall be employed to:[80]

- Train evaluators in the use of the evaluation systems;
- Support deliberate practice improvement in proficiencies aligned to evaluation indicators;
- Provide temporary intervention for education professionals who need improvements in knowledge, skills, and performance; and
- Provide specific professional development programs to support prescriptions for teachers, managers, and administrative personnel evaluated as unsatisfactory.

What we will Do SY 2013-24	Evidence	Responsible Parties	Time Line
Gadsden County will use a professional growth plan for teachers and administrators. The PGP will come from deliberate practices identified through the evaluation process.	Teacher growth data through the evaluation model. Pre/Post teacher conferences.	District Personnel and Principals	Ongoing throughout 2013-14 and beyond.

In addition to professional development deliverables on use of needs assessments and generating improvement planning that are informed by personnel evaluation results, the professional development system shall also provide support for developing and maintaining administrator skills is use of the district's state-approved personnel evaluation system to improve workforce proficiency.

Evaluators, in addition to provide summative performance ratings, also provide recurring feedback to guide growth in proficiency using the district's evaluation system This feedback process and the results of evaluation processes are deliverables of both the evaluation system and the professional development system. Consequently the training of evaluators is a significant district professional development deliverable. The district will provide the following professional learning supports to evaluators:

For evaluators, training and appropriate development shall be provided on:

- Research and framework on which the evaluation system is based.
- Understanding the use of indicators and rubrics in evaluation system, their alignment to the FEAPs and/or FPLS, and recognizing performance that aligns to the indicators and rubrics;
- Processes for providing specific, actionable, and timely feedback
- Conference protocols and forms, including requirements for meetings and maintenance of records.
- Processes and procedures for implementing the evaluation system;
- Acceptable sources of evidence and how it may be collected, submitted and retained;
- Timeframes for procedures and record keeping;
- Scoring rules and calculations;

[80] Practices implemented by district and school leaders.

- Use of forms and instruments.
- The districts use of student growth measures, the use of student assessment data and how to communicate clearly to sub-ordinates the methods used to calculate growth or achievement in the district's evaluation system
- Sources of information about the evaluation system, including how evaluators and employees can access manuals, forms, and other documents regarding the evaluation process, and procedures for training employees on the evaluation process
- Additional metrics: Evaluators shall be trained on the use, evidence collection and evaluation of additional metrics used to supplement the practice portion of the evaluation systems
- The resources and procedures for employees to access assistance

For supervisors of evaluators, training and appropriate development shall be provided on:

- Use of rater reliability processes for verifying that evaluators and other raters meet district expectations in observing evidence for indicators and
- Using the rubrics to classify proficiency levels
- Managing rating reporting processes and evaluations appeals processes

5.15 "Coaching for Improvement" Support System Associated Practice

Goals for continuous improvement of the student success are supported by a "coaching for improvement" program for instructional coaches and school administrators that incorporates development processes for coaching subject matter content, methodology, collegial learning, and instructional planning and preparation.[81]

Supports for Implementation:

See FLDOE Bureau of School Improvement website at:
http://www.flbsi.org/pdf/role_of_the_coach_principal.pdf and at
http://www.flbsi.org/informationsources/CECSummer.htm

5.16 Training and Development of Non-instructional Personnel Associated Practice

Training and development of non-instructional personnel focuses on understanding of and proficiency at quality implementation of job responsibilities, acquisition of industry certifications that align with district needs, and preparation that supports a quality learning environment for students.[82]

Supports for Implementation:

Current practices continued.

[81] Practices planned and implemented by district staff.
[82] Practices planned and implemented by district staff.

Policy 6. The Evaluation Practices of the Professional Development System[83].
FOCUS QUESTION: What policy and practices identify the focus and significance of evaluation of fidelity of implementation & impact of the PD system and insure evaluation practices are employed?

The Policy: A priority function of the system is enabling the workforce to support professional learning evaluation practices. Evaluation of professional development and professional learning practices meet the Florida protocol standards and be employed to inform judgments on:

- Continuing, modifying or discontinuing the various deliverables of the professional development system based on evidence of effectiveness.
- Sustaining, realigning or developing capacities supporting implementation of the professional development system;
- Retaining, adjusting or reorganizing school and district operations or practices that impact accomplishing the purposes of the professional development system.

Monitoring Implementation and Effectiveness: To support reflection and quality judgments at the educator, school and district levels, evaluation practices on these issues are necessary:

- Monitoring fidelity of implementation of the system and deliverables;
- Monitoring progress on the spread or saturation of improvements in practice;
- Collaborative feedback practices at educator, school and district levels that generate feedback to guide ongoing adjustments to the system and its deliverables; and
- Formal evaluation frameworks to measure impact of professional learning on educator practices and student achievement.

Evaluation by Design: The planning and design of the professional development system shall include processes for evaluation of fidelity of implementation of the system deliverables, fidelity of subsequent implementation by educators of the professional learning on the job, and impact on participants' practices and student achievement. Issues to be routinely considered in such planning and design of evaluation processes are practicality, capacity for fidelity and relevance of the evaluation process to the purposes of evaluation of professional development.

Collaborative Feedback: The district shall ensure that the participants in professional learning are a primary source of evaluation data. This will include enabling collaborative feedback and constructive conversations by participants and their workplace supervisors regarding the quality and effectiveness of the professional development system, its deliverables, how participants use the practices that are the focus of professional learning, and how those practices are affecting student learning.

Formal Evaluation Frameworks: The district shall develop and implement research-based frameworks that guide the scope, structure, and focus of evaluation processes implemented at the school and district levels. Evaluation frameworks shall be developed and implemented for:

- Monitoring fidelity, impact, and capacity to make adjustments;
- Evaluation of the professional development system under the Florida Professional Development System Evaluation Protocol Standards; and
- Evaluation of the district's processes for alignment of professional development, personnel evaluation, standards-based instruction, data, and student assessment systems.

Practices guiding monitoring and evaluation of professional development address four board areas:

- *District Monitoring of Systemic Impact*
- *Collaborative Feedback*
- *Formal Evaluation Frameworks*

DISTRICT MONITORING OF SYSTEMIC IMPACT: Shifts at the district level

6.1	Professional Development Monitoring Team
6.2	Evaluation of the Impact of Professional Development on Performance Improvements
6.3	Distribution of Responsibility for Monitoring and Evaluation of Professional Development

COLLABORATIVE FEEDBACK: Shifts at the school level

6.4	Individual Responsibilities on Alignment and Impact
6.5	Collaborative Feedback: Collegial processes that engage the entire workforce
6.6	Professional Learning Culture in the Schools
6.7	Reflection and Collegial Sharing
6.8	Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality

FORMAL EVALUATIONS FRAMEWORKS: Shifts in district PD Leadership

6.9	Design Focus on Evaluating Impact
6.10	Evaluability Assessments
6.11	A Framework for Evaluation of Professional Development
6.12	Evaluation of Fidelity of Implementation

DISTRICT MONITORING OF SYSTEMIC IMPACT: Shifts at the District Level

Practices addressing how the professional development evaluation system itself will be developed monitored and evaluated.

6.1	Professional Development Monitoring Team
6.2	Evaluation of the Impact of Professional Development on Performance Improvements
6.3	Distribution of Responsibility for Monitoring and Evaluation of Professional Development

6.1 Professional Development Monitoring Team Associated Practice:

The district's professional development system is monitored by a Professional Development Monitoring Team appointed by the superintendent. The team is responsible for monitoring the alignment and quality of the professional development system in regard to:[84]

- Alignment of professional development and personnel evaluation systems;

[84] Practices implemented by team members under direction of the superintendent or designee.

- Alignment of professional development system with priority initiatives and standards;
- Engagement with the statewide system of professional development;
- Annual reports on targeted aspects of the professional development system;
- Adequacy of resource support for the professional development system; and
- Policy review and revision processes.

Supports for Implementation: *The Professional Development Monitoring Team is key structure to engage collaboration, cooperation, and communication, and support school and district leaders in collectively working together to build a strong professional development system. The Professional Development Monitoring Team will meet as needed and, at least annually, make recommendations to the Superintendent on the status of and improvements needed in the district's professional development system. The team shall consist of personnel appointed by the superintendent whose job responsibilities address the following areas, plus such other positions as the superintendent shall designate:*

- *District administrators with functions related to:*
  a. *The professional development system*
  b. *School operations (supervising/evaluating school principals)*
  c. *Curriculum*
  d. *Student support services*
  e. *Data management*
- *School based administrator and classroom teacher;*
- *Non-classroom instructional support personnel;*
- *Non-instructional support personnel.*

The team will address these issues:

<u>Engagement with the statewide system of professional development</u>

The district shall work cooperatively with public postsecondary educational institutions, other public school districts, public schools, state education foundations, consortia, and professional organizations in this state to establish and maintain a coordinated system of professional development. [85] *To maintain a district professional development system that meets the requirements of state statutes, SBE rules and this professional development system,* [86] *the Professional Development Monitoring Team will monitor the scope and impact of processes that enable systemic consultations between district personnel (teachers, school and district administrators), the Department of Education, and the school community supporting professional development (e.g., teacher-educators and leadership-educators of community colleges and state universities, business and community representatives, and local education foundations, consortia, and professional organizations).*

The monitoring team shall be review feedback and data as needed to make recommendations on the following:

- *The current reality on sharing professional learning supports between schools, other districts, and other partners in the statewide system of professional development.*

[85] as required by F.S. 1012.98 (1)
[86] as per 1012.98 (4)(b)((7)

- *Diminishing barriers to participation on the statewide system of professional development.*

Annual Reports on targeted aspects of the professional development system

The district's Professional Development Monitoring Team shall monitor the quality of implementation of the professional development system and report at least annually to the Superintendent their findings on such issues as the Superintendent may direct, but shall, at a minimum include the following:

- *Leadership in meeting the Protocol Standards: The Professional Development Monitoring Team shall the review and report on the quality of leadership practices employed to support and improve adherence to the Protocol standards[87] at the educator, school, and district levels.*
- *Evaluating the Professional Development System's Evaluation Functions: The Professional Development Monitoring Team shall make findings on the following aspects of evaluation of the professional development system:*
  a. *Design: Did the design of the evaluation of priority professional development initiatives align data collected with questions to be answered; were data collection methods appropriate for the intent of the evaluation; and were the data collected aligned to the needs the program was intend to meet?*
  b. *Analyses of data: What is the confidence level for the analyses resulting from professional learning needs assessments and evaluation feedback; are recommendations for improvement of the system or deliverables actionable and timely?*
  c. *Communications: Are the finding from professional development evaluation functions clearly communicated; what are the reactions by intended audiences to the findings?*
- *Improvement Planning: The Professional Development Monitoring Team shall review and report on compliance with statute[88] and district policies on improvement planning at the district and school levels.*
- *Access of non-employees; The Professional Development Monitoring Team shall review district compliance with requirements for access to district professional development services by non-employees as required by statute[89].*

The findings of the Professional Development Monitoring Team shall be used to inform annual reports to the superintendent, school board and the state on the status and impact of the evaluation system[90]. The findings may be used to initiate development of revisions to the professional development system at least annually[91].

Adequacy of Resource Support for Professional Development

The Professional Development Monitoring Team will assess the adequacy of resource support for the professional development system by tracking trends from year to year regarding funding, time, and organizational supports and make recommendations regarding organizational changes

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[87] Aligns with RTTT Project 10 deliverable 4
[88] F.S. 1001.42 (18)
[89] as per F.S. 1012.98(5)
[90] Aligns with RTTT Project 10 deliverable 6
[91] Aligns with RTTT Project 10 deliverable 7

and allocation of funds and resources to continuously strengthen the professional development system[92]*. The results of such assessments shall be shared with state protocol review teams at periodic protocol site reviews. The reviews may include:*

- *Funding:*
  a. *Funds reported as a professional development expenditure in the state survey data*
  b. *The investment in professional learning events/processed funded with sources reported in other categories of the state survey*
  c. *Costs of staff time in administering MIP and certification points*
  d. *Costs of facilitation of professional learning processes*
- *Time:*
  a. *Has time for collegial learning increased?*
  b. *What time is allocated for needs assessments?*
  c. *What time is allocated for improvement planning?*
  d. *What time is allocated for monitoring implementation?*
  e. *Leadership time expended in coordination of professional development with other system operations*
- *Results Monitoring:*
  a. *What supports for data collection and monitoring the impact of professional development*
  b. *What supports for evaluating results of improvement plans?*
  c. *What supports for data analysis and reporting*
- *Online Access:*
  a. *What access do educators have to online learning?*
  b. *What is the participation rate for online supported P professional development*
- *Facilities:*
  a. *What facilities are provided to enable professional learning events*
- *Collaboration, Coordination and Sharing:*
  a. *The process employed at each school to support professional learning aligned to workforce needs*
  b. *The number and frequency of meetings of school based collegial team/learning groups*
  c. *The percentage of each school faculty that participate in collegial team learning processes*
  d. *The number of personnel involved in sharing resources with/from sources outside the district*
  e. *Participation events/processes across district lines (conferences, CoPs, workgroups, TA, etc.)*

<u>Alignment of Professional Development and Personnel Evaluation Systems</u>

Pursuant to statute[93]*, results from personnel evaluations are to inform professional development. The Professional Development Monitoring Team will review the use of personnel evaluation results to inform professional development and analyze evidence of impact of such professional*

[92] as per F.S. 1012.98 (5)
[93] F.S. 1012.34 (2)(b)

development on workforce effectiveness. The review of alignment with the professional development system and personnel evaluation system shall include:

- *Evidence on implementation of the requirement to use personnel evaluation results to inform the professional development of individuals, school, and the overall professional development system;*
- *Evidence on the impact of professional development on workforce proficiency;*
- *Evaluation of the capacity of the system to support deliberate practice growth targets incorporated into personnel evaluation metrics and school improvement plans.*

Review of the use of personnel evaluation results in the planning, formative, and summative evaluation of the professional development system, its events, processes and programs is not intended to impact individual personnel evaluation ratings. The review process may be used to generate recommendations on revisions to personnel evaluation systems.

Policy review and revision processes

Assessing progress is an integral part of the improvement process through which schools increase their internal accountability and find better ways to meet students' learning needs.[94] *As school and the district develop capacity to function as learning organizations with collaborative feedback processes, and professional learning cultures, periodic review and revision to the policies guiding the professional development system will be appropriate. The Professional Development Monitoring Team will review and advise on policy review and revision processes and seek to align such processes with those contained in Learning Forwards; Professional Learning Policy Review: A Workbook for States and Districts.*[95]

The Professional Development Monitoring Team will address the following questions during the process of reflecting on evaluation data and analyses:[96]

Reflection on practice

- *What practices or programs that were the focus of professional development should be abandoned because they are not producing the desired results?*
- *For which practices or programs do we need to continue to provide professional development because we need more time to learn?*
- *Which practices and programs do we need to sustain as a result of the gains we made through professional development this year?*
- *How will these results be used to inform the needs assessment process?*

[94] McREL TA Manual #5 – p.5 at https://www.floridaschoolleaders.org/resources/EPA/index.aspx?oID=1124
[95] Killion, J. (2013). *Professional learning policy review: A workbook for states and districts.* Oxford, OH: Learning Forward available at http://www.learningforward.org/docs/commoncore/professionallearningpolicyreview.pdf
[96] McREL TA Manual #5 – p.45 at https://www.floridaschoolleaders.org/resources/EPA/index.aspx?oID=1124

Reflection on the system

- *How well did we advocate for, facilitate, and support implementation of the practices that were the focus of professional development?*
  a. *Were resources sufficient?*
  b. *Was support public and overt?*
  c. *Were problems addressed quickly and efficiently?*
- *What organizational changes do we need to make to our professional development system to better advocate for, facilitate, and support teacher and leader learning?*
- *What messages about the successes and challenges of our professional development system do we need to share with various stakeholder groups?*

Resource allocation issues

How is the impact of professional development on the issues below used to guide planning for resource allocations and changes in organizational structures?

- *Student growth data including growth targets in improvement plans*
- *High effect size strategies in the evaluation instruments*
- *Collegial learning processes*

The district's processes for managing change

Evolving changes in these major systems are a significant aspect of the paradigm shifts and second order changes[97] underway in the delivery of high quality public education in Florida. How well change in practices in each of these systems is accomplished is an important function of district leadership. Change management in each of this system shall be monitored: Professional Development System, Personnel Evaluation System, Standards-based Instruction System, Student Assessments System, and Technology Supported Learning System.

The Professional Development Monitoring Team will assess the impact of the professional development system on fidelity of implementation of the district's systems for personnel evaluation, standards-based instruction, student assessment, and technology supported learning. Such assessments shall include:

- *Scope and quality of processes for leaders understanding changes in expectations for outcomes;*
- *Processes for leaders informing and developing the workforce' capacity to generate the outcomes sought;*
- *Alignment of professional development system needs assessments practices with the professional learning needs of the workforce regarding the district's systems for personnel evaluation, standards-based instruction, student assessment systems, and technology supported learning;*
- *Scope and focus of deliverables designed for development that support professional learning regarding priority knowledge and skills needed for implementation with fidelity of the systems for personnel evaluation, standards-based instruction, student assessment systems, and technology supported learning;*

[97] http://behavenet.com/first-and-second-order-change

- *Preparation of school and district leaders to employ the deliverables of the professional development system to manage change in the systems for personnel evaluation, standards-based instruction, student assessment systems, and technology supported learning, with emphasis on:*
    a. *Understanding the elements of a learning organization*
    b. *Generating school based learning cultures engaged in making productive changes*
    c. *Collaborative feedback processes*

6.2 Evaluation of the Impact of Professional Development on Performance Improvements Associated Practice:

The professional development system shall include the evaluation of the impact of professional learning on:

- Responses to needs assessments and improvement planning;
- Instructional practices and subject matter expertise;
- Leadership practices and collaborative and collegial practices;
- Major district and state initiatives, and decision-making processes; and
- Student learning.[98]

What we will do SY 2013-14 and beyond	Evidence	Responsible Parties	Time Line
Gadsden County School District will use assessments through FAIR, District Formative Assessments, and State assessments to monitor student outcomes. The new evaluation models will be used to monitor changes in delivery of instruction and the impact those changes make on student achievement.	• Data generated through Performance Matters reports. • Formal and informal observation results.	District Leaders School Leaders	Ongoing through 2013-14 school year and beyond.

Supports for Implementation: *In accordance with the capacities of the professional development system, the evaluation of impact on practice will, at a minimum, address these questions:*

- *Were the supervisors of personnel participating in professional development informed of the desired impact(s) of the professional learning so that follow-up support can be provided where appropriate?*
- *Were method(s) pre-planned for determining whether the anticipated impact on educator or leadership practice was achieved?*

[98] Practices implemented by district leaders.

- *Was there an impact on student learning that can be connected to the professional development?*

In addition, the following issues and practices are to be included in evaluation of impact:

***Adequacy of Needs Assessment and Improvement Planning**:*
Evaluation of the professional development system shall include evidence to determine the adequacy of needs assessment and the appropriateness of the focus of instructional practice improvement planning processes. Evaluation issues are to include:

- *Classroom teachers and school administrators access to time and support for analysis of student learning data to generate priorities for the annual school improvement plans (SIP)*
- *The role of needs assessment in generating individual professional development plans for school-based personnel*
- *The role of supervisors in review of proposed growth targets in subordinates individual improvement plans including discussion of data supporting selection of growth targets and alignment to school and district improvement plans.*

Instructional Practices and Subject Content:

- *Evaluation of the Instructional Focus of Professional Development: Using data from the Local Instructional Improvement System (LIIS), evaluation results, surveys, focus groups, and other available data collection processes, at least annually the district will generate analyses that reveal information on focus of the majority of districts, school, and individual professional learning, as follows:*
    a. *District provided professional learning events focused on instruction consistent with:*
        i. *Methodology aligned with the FEAPS, the Department of Education's list of high-effect size instructional strategies, or instructional practices embedded in the district instructional personnel evaluation system, and/or*
        ii. *Subject content focused on depth of content knowledge to guide students in learning the knowledge and skills described by the state-adopted content standards.*
    b. *Professional learning provided at the school level focused on issues related to the school improvement plan, needs assessments based on student data and personnel evaluation data, and/or collegial learning processes.*
    c. *Learning targets embedded in individual professional development plans focused on issues related to needs identified from student data, evaluation data, and/or data related to impacting achievement gaps.*
- *Evaluation of the Impact of Instructional Practices Professional Development: The district will evaluate professional development based on evidence of impact on student results and changes in instructional practices of classroom and non-classroom instructional personnel. Such evaluation at the district, school, and individual levels will focus on the effects of the professional learning on teachers' use of the instructional strategies or activities targeted by the professional learning deliverable. Evaluation questions will include:*
    a. *What changes in teacher practice resulted from the professional development?*

b. *Did teachers acquire the knowledge and skills they need to use the targeted practice effectively?*
c. *Are teachers using the practices with fidelity?*
d. *What impact of those improved practices on students?*

- *Evaluation on Professional development focused on Teacher Content Knowledge: Teachers in all content areas need to have a sufficient. When professional development addresses teachers' content knowledge, evaluation of the professional learning will focus on whether teachers acquired the targeted knowledge and whether teachers are able to include that knowledge appropriately in the design and delivery of lessons.*

Impact of Professional Development on Leadership Practices

The district will evaluate professional development based on evidence of changes in leadership practice. Where professional development includes activities designed to improve leadership practices, the evaluation process will include gathering data to assess whether leaders (1) acquired the targeted knowledge and skills and (2) whether they were able to apply the targeted knowledge and skills effectively and appropriately.

Impact of Professional Development on Collaborative and Collegial Practices

Professional development may focus on how to engage in collaborative practices such as lesson study, professional learning communities, or action research. Evaluation of professional development related to collaborative practices assess the extent to which teachers acquired the knowledge and skills necessary to engage in the collaborative practices and whether they applied the targeted knowledge and skills to collaborate effectively.

Impact of Professional Development on Major Initiatives

Major initiatives (e.g., SBI, MTSS, Lesson Study, Text Complexity, Lesson Study, PLCs) are those where substantial changes in practice and significant new learning by the workforce is needed. Multiple professional learning supports provided over time are needed to meet workforce learning needs on major initiatives. Evaluation of the impact of the aggregated professional development supports to initiatives shall include these issues:

- *Clarify expectations (what should it accomplish?)*
- *Guidance for participants monitoring their progress on implementation*
- *Clarity on what effective implementation looks like*
- *Identify concrete actions needed to implement (e.g., what does teacher do; what do students do?)*
- *What supports may be needed when implementation begins?*

Impact of Professional Development on District and School Decision–making Processes:

The quality of alignment of professional learning capacities and deliverables with district purposes for professional development is determined primarily by the effectiveness of district and school leaders in:

- *Understanding the district's purposes for professional development, and*
- *Managing and developing capacities to so that deliverables have actual impact on workforce proficiency*
- *The evaluation of the impact of the professional development system on decision-making shall include evidence of the impact of professional learning on school and district leaders'*

decision-making regarding monitoring and feedback on subordinate's performance improvement, allocating decisions on resources to support needs assessments and professional learning, and prioritization practices impacting professional development.

Impact of Professional Development on Student Learning

The ultimate goal of professional development is to improve student achievement. Gathering evidence to demonstrate this has occurred is an important part of evaluating professional development. The planning and approval process for all school and district supported professional development will identify the FEAPS and/or FPLS issues that are expected to be impacted. If a professional learning deliverable is expected to impact student learning directly, the anticipated impact(s) will be identified for participants and the evaluation will address whether the anticipated impact on student learning occurred. Where impact of a professional learning deliverable on student learning is expected to contribute to an accumulated impact of multiple causes over time, the impact on teacher or leader practice will be the focus of evaluation.

The overall professional development system will be evaluated based on evidence of impact on teacher and leader practices resulting in improvements in student achievement. Evaluation of the impact of professional development on student achievement, whether formative or summative, may address factors that influence whether professional development leads to improved student achievement. Such factors may include consideration of:

- *contextual factors (e.g., school support, level of professional community);*
- *structural features of the professional development (e.g. length, frequency);*
- *process features embedded in the professional development(e.g., emphasis on content relevant to priorities);*
- *active learning practices to emphasize participant engagement in the learning;*
- *examination of student work, where appropriate, to assess impact;*
- *feedback (during and after) to guide fidelity of implementation;*
- *follow-up actions to support teacher/leader implementation*

6.3 Distribution of Responsibility for Monitoring and Evaluation of Professional Associated Practice:

Supports and responsibility for evaluation of professional development are to be distributed throughout the workforce. Distributive leadership, as discussed in Practice 5.4, for evaluation of professional learning involves both distribution of leadership responsibilities at school and district levels, but also requires that routines are established for leaders at all levels to communicate with each other on a regular basis. The collaborative feedback aspects of such evaluations are primarily a school-level function and formal evaluation frameworks are primarily a district function.[99]

Supports for Implementation: *A 21st century professional development system distributes supports and responsibility for professional learning throughout the workforce. Consequently, evaluation functions are also distributed. Professional development events and processes shall be monitored and evaluated as follows:*

[99] Practices implemented by school and district leaders.

- *Specific school site based professional learning events and processes shall be monitored and evaluated under the supervision of the school principal and school leadership team with evaluation findings reported to the district professional development director.*
- *Specific district based professional learning events or processes shall be monitored and evaluated under the supervision of the district professional development director.*
- *Professional development programs and the professional development system itself shall be monitored and evaluated under the supervision of the district's Professional Development Monitoring Team.*

School Principals

The focus of school principal's engagement with the professional development system is based on existing responsibilities established thru SBE rule 6A-5.080 – the Florida Principal Leadership Standards and SBE rule 6A-5.065, The Florida Accomplished Educator Practices.

- *FPLS Standard 4 on Faculty Development states that effective school leaders....develop an effective and diverse faculty and staff. The leader :*
    a. *Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;*
    b. *Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;*
    c. *Employs a faculty with the instructional proficiencies needed for the school population served;*
    d. *Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;*
    e. *Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and*
    f. *Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.*
- *FPLS Standard 7 on Leadership Development states that effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:*
    a. *Identifies and cultivates potential and emerging leaders;*
    b. *Provides evidence of delegation and trust in subordinate leaders;*
    c. *Plans for succession management in key positions;*
    d. *Promotes teacher–leadership functions focused on instructional proficiency and student learning; and*
    e. *Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.*
- *FPLS Standard 9 on Communication states that effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:*
    a. *Actively listens to and learns from students, staff, parents, and community stakeholders;*
    b. *Recognizes individuals for effective performance;*
    c. *Communicates student expectations and performance information to students, parents, and community;*

d. *Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;*
e. *Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.*
f. *Utilizes appropriate technologies for communication and collaboration; and*
g. *Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.*

- *FPLS Standard 10 on Professional and Ethical Behaviors states that the effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader...demonstrates ...demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school...engages in professional learning that improves professional practice in alignment with the needs of the school system...and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.*
- *The FEAPS states that the effective educator applies quality instructional practices and consistently engages in professional growth.*[100] *Principals play an essential role in supporting instructional personnel in implementing the Florida Educator Accomplished Practices.*[101]

Leadership Teams

School leadership is a complex responsibility. "School leadership" is a process led by the principal but distributed through other administrative and instructional roles. A school leadership team is developed by the principal to coordinate, focus, and continuously improve implementation of the professional development process at the school level. Principals are expected to distribute leadership responsibilities using the talents and commitment of available staff and faculty to participate in building and maintaining a professional learning culture. Principals are expected to accomplish school and system goals by building and maintaining relationships with faculty, cultivating potential and emerging leaders, and delegating responsibilities to subordinate school leaders so that the strengths of the faculty and staff are engaged in supporting professional learning.

COLLABORATIVE FEEDBACK

The evaluation function of the professional development system is supported by collegial processes that engage the entire workforce is acquiring and using information from monitoring and evaluation of professional learning, including professional learning culture in the schools, reflection and collegial sharing, sharing perceptions on essential questions on the current reality, and shared vision checks.

- *6.4 Individual Responsibilities on Alignment and Impact*
- *6.5 Collaborative Feedback: Collegial processes that engage the entire workforce*
- *6.6 Professional Learning Culture in the Schools*
- *6.7 Reflection and Collegial Sharing*
- *6.8 Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality*

[100] SBE rule 6A-5.065, Florida Educator Accomplished Practices.
[101] SBE rule 6A-5.080, Standard 3, Instructional Plan Implementation

6.4 Individual Responsibilities on Alignment and Impact Associated Practice:
In accordance with the professional responsibility to understand the purposes of professional development discussed in Practice 3.1, Professional development carries with it an expectation that participants will change their practices in ways that benefit student achievement and support a school culture of professional learning. Participants in professional learning and their supervisors provide feedback and engage in constructive conversations on the alignment and impact of the learning with applicable standards and purposes.[102]

Supports for Implementation: *Continuous improvement through effective professional development is a professional responsibility. Every school and district leader and every participant in a professional development processes or event has a role in aligning actual practice with the shared vision of college and career ready students.*

- *The Florida Accomplished Educator Practices[103] standards on continuous improvement states that the Florida educator "...engages in targeted professional growth opportunities and reflective practices... implements knowledge and skills learned in professional development on the teaching and learning process...and fulfills the expected obligations to students, the public and the education profession."*
- *The Florida Principal Leadership Standards[104] on professional and ethical behaviors of school leaders state that leaders engage in "...professional learning that improves professional practice in alignment with the needs of the school system...and demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community."*
- *The Florida Protocol Standards 1.4 requires that individual educators participate in evaluation of the fidelity of implementation of individual improvement plans, the impact of professional learning on practice through reflection, assessments and collaborative protocols, the contribution of professional learning to student performance gains, and use the results of such evaluations in subsequent improvement planning. The Florida Protocol Standards 2.4 requires and evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented, its impact on educators practices and student performance, use of summative and formative data to assess impact of professional learning, use the evaluation data to inform decisions on elimination of ineffective programs and strategies and to expand effective ones.*

Individual learners pursuing their own deliberate practice path are encouraged to assess their own progress by reflection and engagement with colleagues who can provide constructive feedback. Such behaviors are a constructive contribution to the effectiveness of the district's professional development system and generating a genuine continuous progress model.

6.5 Collaborative Feedback: Collegial processes that engage the entire workforce Associated Practice:
School leaders create opportunities within the schools to engage faculty in constructive conversations about professional development. These conversations and other informal data

[102] Practices implemented by participants and supported by their supervisors.
[103] SBE Rule 6A-5.065
[104] SBE rule 6A-5.081

collection processes are used to provide information on the usefulness, perceived quality and level of impact of professional learning.[105]

Supports for Implementation: *Team learning is an essential element in a learning organization*[106]*. The FEAPs addresses the accomplished educator's responsibility to foster communication and to support student learning and continuous improvement by collaboration with the school community*[107]*. The Florida Principal Leadership Standards*[108] *address the role of school leaders in creating opportunities within the school to engage faculty in constructive conversations about important school issues. For these reasons the district's results monitoring process include collegial processes that engage the entire workforce in monitoring:*

a. *The quality of alignment of the professional development system with purposes and priorities;*
b. *The impact of the system on school cultures that support professional learning;*
c. *The impact of professional learning on practices and student achievement.*

The following processes shall be implemented in the district's schools to generate workforce engagement in contributing to understanding and assessing the results/impacts of the professional development system.

Participant input shall be employed to monitor and evaluate:

- *The degree to which professional learning supported by the district's system results in teachers and school leaders* ***applying*** *what they learned in the classrooms and school;*
- *The* ***impact*** *of professional development on the performance of participants including whether improvements in student achievement and educator behavior occurred as a direct outcome of professional development;*
- *Generating data to* ***guide decision-making*** *on expanding effective programs and strategies, eliminating ineffective ones, and making mid-course corrections to enhance fidelity of implementation.*

6.6 Professional Learning Culture in the Schools Associated Practice: As aspect of the professional learning culture in schools is collaborative feedback.

Results monitoring of professional learning in the district provides all participants in professional learning processes and events, and school and district leaders, opportunities for reflection on the impact of professional development. Learning cultures allow sharing perceptions about professional learning supports with colleagues, schools and district leaders. To achieve fidelity of implementation and desired impacts of professional learning at the school site, how professional learning is perceived, received, and acted upon is important. These factors both influence and are influenced by the professional learning culture in the district and schools.[109] A learning culture in a school substantially increases the probability of becoming a learning organization that can deliver success for students and educators. [110]

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[105] Practices implemented by school leaders. See "construction conversation" in the Florida Common Language of Instruction at https://www.floridaschoolleaders.org/resources/clp/commonLanguageAlphaList.aspx and in FPLS 9e. - Communications.
[106] Senge, P. (1990). *The Fifth Discipline*. London: Century Business
[107] SBE Rule 6A-5.065 – Continuous Improvement, Responsibility and Ethics (FEAPS)
[108] SBE Rule 6A-5.081 Standard 9
[109] Dean, C. B., & Parlsey, D. (2009). *Success in Sight: Module 4-School Culture and Change.* Denver, CO: McREL.
[110] Practices implemented by school and district leaders.

Supports for Implementation: *To achieve fidelity of implementation and desired impacts of professional learning at the school site, how professional learning is perceived, received, and acted upon is important. These are factors influenced by the professional learning culture in the district and schools*[111]*. The formative feedback aspects of results monitoring are intended to promote a positive school culture by ensuring there is a sense of community and identification with core values for professional learning. Such cultures are built by the shared efforts of the educators in a district. A learning culture in a school substantially increases the probability of becoming a learning organization that can deliver success for students and educators. A district-wide learning culture substantially increases the probability of becoming a learning organization that can consistently provide success for all students and exceed stakeholder expectations.*

Results monitoring in this district shall provide all participants in professional learning processes and events, and school and district leaders, opportunities for reflection on the impact of professional development and sharing perceptions about professional learning supports with colleague and school and district leaders. School leaders will incorporate the reflection and collegial sharing practices specified here in implementing Florida Principal Leadership Standard 4 (a) to generates a focus on professional learning in the school that is clearly linked to the system-wide strategic objectives and, 4(f) to provide time and engage faculty in effective individual and collaborative professional learning throughout the school year.

6.7 Reflection and Collegial Sharing Associated Practice:
District and school staff use the monitoring and evaluation information on professional development on a continuous basis to make changes to the design, delivery, support, or implementation of professional development during the course of a school year.[112]

Supports for Implementation: *Monitoring and evaluation information is used to keep professional development processes and events in alignment with individual and learning team needs and district expectations. District and school staff shall use the monitoring and evaluation information on professional development on a continuous basis to make changes to the design, delivery, support, or implementation of professional development during the course of a school year. Using this information to make such changes along the way will help achieve positive changes in educator and student learning.*

The process of reflection, while often informal, is an important contribution to the success of a professional development system. At the individual, collegial, school-wide, and district levels, those the system is designed to support should engage in reflection about the impact of professional learning and the system that supports it. Information derived from monitoring and evaluation of professional development is intended to be shared with and serve as a source for reflective dialogue by participants and leaders. Questions to stimulate reflection and informal feedback may include:

Reflection on practice:

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[111] Dean, C. B., & Parlsey, D. (2009). *Success in sight: Module 4-School Culture and Change.* Denver, CO: McREL.
[112] Practices implemented by school and district leaders.

- *What practices or programs that were the focus of individual, team, school, or district professional development should be abandoned because they are not producing the desired results?*
- *For which practices or programs does professional development need to continue because more time to learn and become proficient is needed?*
- *Which professional learning practices and programs do need to be sustained as a result of the gains made through professional development this year?*
- *How will results on the impact of professional learning be used to inform the needs assessment process?*

Reflection on the system:

- *How well did educators, school and district leaders advocate for, facilitate, and support implementation of the practices that were the focus of professional development?*
- *Were resources sufficient?*
- *Was support public and overt?*
- *Were problems addressed quickly and efficiently?*
- *What organizational changes are needed to better advocate for, facilitate, and support teacher and leader professional learning that leads to improved student learning?*
- *What messages about the successes and challenges of our professional development system do we need to share with various stakeholder groups?*

6.8 Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality Associated Practice:

Each school principal shall implement processes at the school site that engage faculty, staff and school administrators in collegial discussion of actual and needed practices. Discussions to align the shared vision with actual practice address: needs assessments; feedback on work proficiency; decision making on professional learning; and aligning professional learning and work to the purposes of professional development, the protocols, and fidelity of implementation of initiatives. District staff and school principals shall engage in collegial discussion of these issues as they apply to district processes.[113]

Supports for Implementation:

- *The professional development system shall include opportunities for educators to reflect on how each of the various initiatives, processes, and supports are all parts of a movement toward an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.*
- *There is a vision of where the state, this district and its schools, and the students are heading: "Florida will have an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers."*[114]
- *Vision checks are informal two-way communication processes that provide periodic opportunities to express concerns, assess progress, gain balance and perspective, and work out local prioritization issues to sustain progress at each school toward an efficient world-*

[113] Practices implemented by school and district leaders.

[114] Florida State Board of Education Strategic Plan 2012-2018 http://www.fldoe.org/board/meetings/2012_10_09/strategicv3.pdf

class education system that engages and prepares all students to be globally competitive for college and careers. A vision that is shared across all levels of the workforce is an essential element in a learning organization[115]*. Teaching and leading are complex tasks impacted by a broad array of issues that require educator attention. Often professional learning is needed to achieve fidelity of implementation on the major initiatives that individual educators deal with. Sustaining that shared vision and understanding how each initiative aligns to that vision is a necessary result of the professional development system.*

- *To sustain a shared vision, each school will sponsor opportunities for educators to reflect on how each of the various initiatives, processes, and supports are all parts of a movement toward an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.*
- *District leaders shall seek opportunities to engage the implementing workforce in understanding how the many initiatives and change processes support improvements in teaching and leading and align to the shared vision.*

In addition to the broad reflection issues that help to deepen understanding of the status and progress of the professional development system, the results monitoring element in the district's professional development system shall include processes for the workforce and school and district leaders sharing information about perceptions on the current reality of the professional development system in regard to these questions:

- *Needs Assessment: Does needs data collection and analysis inform decision making and prioritization on professional learning?*
- *Clear Purposes: Do professional learning supports clearly identify the practice, skill, or knowledge improvements sought?*
- *Active Learning: Are there barriers to implementing what was addressed in professional development?*
- *Performance Improvements: Does professional development result in improvements in instructional or leadership practices and/or improve student results?*
- *Protocols: Do you know how the Protocol Standards apply to your job?*
- *Alignments: Are professional development capacities and deliverables aligned with professional learning needs, purposes, functions, and the state's Protocol Standards?*
- *Fidelity: Are professional learning processes, initiatives and events implemented with fidelity?*
- *Feedback: Is there timely and useful feedback during on-the job implementation of the practices and/or knowledge addressed in professional learning?*
- *Decision-making: Does needs and results data impact decision-making on professional development priorities and resource allocations?*
- *Information: Does the results monitoring process generate meaningful information on the implementation and impact of the professional development system?*

Each school principal shall implement processes at the school site that engage faculty, staff and school administrators in collegial discussion of these questions. District staff and school

[115] Senge, P. M. (1990). The Fifth Discipline: The Art and Practice of the Learning Organization. New York: Currency Doubleday

principals shall engage in collegial discussion of these questions as they apply to the district's system.

FORMAL EVALUATIONS FRAMEWORKS: Shifts in district PD Leadership Roles

These practices are managed by district staff with responsibility for the district's professional development system. The districts framework for evaluating results including a framework for evaluation of professional development, evaluation of fidelity of implementation, and evaluation of the impact of professional development on performance improvements.

- *6.9 Design Focus on Evaluating Impact*
- *6.10 Evaluability Assessments*
- *6.11 A Framework for Evaluation of Professional Development*
- *6.12 Evaluation of Fidelity of Implementation*

*See Appendix 1- **Framework for Evaluation of a Professional Development System.***
*See Appendix 2- **Framework for Monitoring & Adjusting Professional Development.***

6.9 Design Focus on Evaluating Impact Associated Practice:

An evaluation element is included in the design of all district-supported deliverables that generates collaborative feedback from participants and their supervisors on the impact of the deliverables on practices in the schools or classrooms. Practices for monitoring and evaluating the professional development system are intended to shift the paradigm on evaluation to a participatory and collaborative approach that is consistent with Florida's Professional Development System Evaluation Protocol Standards.[116]

Supports for Implementation: *Practices for monitoring and evaluating the professional development system are intended to shift the paradigm on evaluation to a participatory and collaborative approach[117] that is consistent with Florida's Protocol standards and Learning Forwards revised standards for staff development[118]. The focus of the design of monitoring and evaluation of results of professional development shall:*

1. *Be primarily internally driven and designed: While outside evaluations may be used when available, the primary and on-going monitoring and evaluation of professional development shall be embedded in the collaborative and participatory work of teachers, school leaders, and district staff.*
2. *Include planning, formative, and summative evaluations:*
    a. *"Planning evaluations" are those collaborative processes that occur before a deliverable or program is designed to determine the actual learning needs, appropriate learning targets and appropriate population.*
    b. *"Formative evaluations" are those collaborative processes done during implementation to provide information on how the deliverable /program is working and is used to insure the deliverable is working as intended and to make adjustments as needed.*
    c. *"Summative evaluations" are done at the end or after a deliverable or program, and are used to collect creditable data upon which to base judgments on fidelity of*

[116] Practices implemented by professional developers and implementers.
[117] Killion, J. (2008). *Assessing impact: evaluating staff development* (2nd ed.). Thousand Oaks, CA: Corwin Press, pp5-6
[118] The approach to evaluation of the professional development system meets requirements of RTTT Project 10 deliverable #4

implementation, impact on implementation of practices, and whether to continue, modify or discontinue.

3. *Focus evaluations on instructional or leadership initiatives and strategies rather than specific events/processes: Implementation of initiatives and/or strategies are be supported by an array of professional learning supports, not just a specific event or process. Evaluation processes should focus on the full range of professional learning events, processes, and supports aligned with and intended to improve specific instructional or leadership initiatives, strategies and/or student outcomes. Data on specific events and processes should aggregate to inform evaluation of the aligned array of deliverables designed to support targeted initiative, practices and/or strategies.*
4. *Planned prior to design and delivery: Evaluation of professional learning events, processes, and programs is not intended to be an after-thought nor limited to a check on participant satisfaction. What to evaluate and how to do so shall be part of the planning process.*
5. *Be used by participants and leaders: Evaluations are to be designed with intended users of the results information in mind. Information from monitoring and evaluation is intended to be used by participants and leaders to improve the professional learning process by supporting reflective dialogue and continuous improvement decisions. As such, results are expected to be made available to and discussed by the intended users, including appropriate participants and leaders.*

6.10 Assessment of the Capacity to Evaluate Professional Learning Associated Practice: Monitoring and formal evaluation processes shall address issues of practicality and relevance, as well as answering the question, "Can we evaluate this professional learning?" Investments of time and resources for collecting and analyzing formal evaluation data will be preceded by an assessment of whether an evaluation is worth doing. Factors to consider include:

- Are the goals, objectives, and important impacts of the deliverable to be evaluated well defined and clearly understood by those who will design and implement the evaluation?
- Are the goals and objectives of the deliverable plausible? For example, is there a reasonable expectation that the desired impacts can occur?
- What are the appropriate and relevant data that can be collected?
- Can necessary evaluation activities be implemented?
- Is the evaluation likely to produce useful information?
- Is the intended use of evaluation results defined? [119]

In the process of determining whether the professional learning can be evaluated, the district should also reflect back on whether the professional learning is worth implementing based on issues of purpose and relevance not only of the evaluation, but of the learning itself.

Supports for Implementation: *Data for analysis may be obtained by whatever means are available including surveys, questionnaires, personnel evaluation system results data, student progress data, interviews, focus groups, participant and supervisor observations, logs, documents and artifacts, rating forms, expert judgments, demonstrations, and data available through data management systems including the local instructional improvement system (LIIS).*

[119] Practices implemented by the designers and developers of supporting evaluation processes and tools.

Data analyses methods may include describing, counting, factoring, clustering, comparing, identification of trends or patterns, examining outliers, and various forms of statistical analyses. Evaluability Assessments: Investments of time and resources for collecting and analyzing evaluation data will be preceded by an assessment of whether the evaluation is worth doing.

That "evaluability assessment" will address these issues:

- *The goals, objectives, important impacts of the deliverable (event/process/program) to be evaluated are well defined and clearly understood by those who will design and implement the evaluation.*
    a. *Is the deliverable expected to have an impact (a change) on knowledge, attitude, skill, aspiration, and/or behavior?*
    b. *Is the impact expects to be observable in practice?*
    c. *Is there an impact expected on students?*
- *Are the goals and objectives of the deliverable are plausible? (i.e., is there a reasonable expectation that the desired impacts can occur?*
- *What is the appropriate and relevant data that can be collected on:*
    a. *Participant Satisfaction: Were participants satisfied with the learning experience?*
    b. *Measuring Learning: What was learned?*
    c. *Application of learning: How is the learning being applied?*
    d. *Impact on school culture: What are organizational supports for applying the learning – what changes in supports occurred?*
    e. *Impact on students: Is student achievement or behavior impacted?*
    f. *Return on investment: What is the value received for the investment of time and fiscal resources?*
- *Can necessary evaluation activities be implemented?*
- *Is the evaluation likely to produce useful information?*
- *Is the intended use of evaluation results defined?*

6.11 A Framework for Evaluation of Professional Development Associated Practice:
Formal data collection and analysis, along with informal reflection and perception input, shall provide one basis for evaluation of professional development. The evaluation process shall employ a framework to focus on priority issues. The district's framework for evaluating professional development is designed to measure fidelity of implementation and impact on workforce performance and student achievement.[120]

What we will do SY 2013-14 and Beyond	Evidence	Responsible Parties	Time Line
Gadsden County School Administrators, literacy coaches, and district administrators will collect data on the implementation of district professional development initiatives. These initiatives correspond to the new evaluation systems, common core, and adopted curricula implementation.	*Walkthrough checklist data	Principals and District Personnel	Ongoing in the 2013-14 school year and beyond.

[120] Practices implemented by district leaders.

Supports for Implementation: *The reflection process, collegial sharing of perceptions on essential questions, and vision checks engage individual educators, school leaders, and district leaders in maintaining a shared understanding of the current reality regarding professional learning support. The collaboration of the workforce in monitoring and evaluation of professional development provides information on specific questions and enables the workforce to engage in a broad range of issues.*

The addition of formal data collection and analysis, along with informal reflection and perception input, provides a basis for evaluation of impact and organizational decision-making on continuous improvement of professional development. The evaluation process employs a framework to focus on priority issues. The district's framework for evaluating professional development is designed to measure:

- *Implementation: Evidence/data about how the professional development was delivered, participants' reactions to it, and how participants implement the focus issue(s) of the professional development.*
- *Impact: Evidence/data about how participants and students are affected by the change(s) the professional development was intended to support.*

These summative evaluation results on both fidelity of implementation and impact on educators and students is intended to be used for the following purposes:

- *Evaluate the effects of the professional development system on workforce proficiency using student growth data, results from individual improvement plan growth targets, proficiency in high effect size strategies in the evaluation instruments, and effectiveness of collegial learning processes.*
- *Identify trends regarding meeting state protocol standards;*
- *Identify causal relationships between professional learning and student learning;*
- *Evaluate the quality of the professional learning needs assessment process*
- *Determine whether practices or programs that are the focus of professional development should be continued, modified or abandoned;*
- *Apply evaluation results to advocate for, facilitate, and provide resource support for professional learning needs on implementing specific FEAPS and FPLS practices;*
- *Guide decisions about organizational changes needed to support teacher and leader learning;*
- *Guide development of clear data-supported messages that convey to parents, the community, and other districts about the successes and challenges of the system so that the professional development system as a whole improves.*

6.12 Evaluation of Fidelity of Implementation Associated Practice:

Each professional learning deliverable must be implemented with fidelity and include sufficiently clear information about what it takes to implement the targeted professional learning in the classroom or school. The evaluation of fidelity will address the extent to which the professional development was implemented as designed. The evaluation plan for specific

professional learning deliverables shall include details about how and when data will be collected to assess the quality and fidelity of implementation.[121]

Supports for Implementation: *To achieve desired results from professional development deliverables, it is the policy of the district that district supported professional development, including all components in the Master-in-Service Plan be aligned to needs assessments and/or district priorities and incorporate characteristics of high quality professional development appropriate to the processes or event.*

Each professional learning deliverable must be implemented with fidelity and include sufficiently clear information about what it takes to implement the targeted professional learning. Fidelity means that the professional learning process and content that were planned actually occur as intended.

The evaluation of fidelity process will address the extent to which the professional development was implemented as designed. The evaluation plan for specific professional learning deliverables shall include details about how and when data will be collected to assess the quality and fidelity of implementation.

Evaluation on fidelity of implementation will include information that reveals:

- *Were the planned activities carried out in accordance with the core or defining elements of the professional learning model, content or practice?*
- *Were the planned model and incorporated activities carried out with quality (a high degree of skill, excellence, or effectiveness)?*
- *Does the professional learning align with characteristics of high quality professional development appropriate to the processes or event as revealed by contemporary research?*
- *Was active engagement and demonstration of practices part of the process?*
- *Was follow-up practice implementation scheduled and monitored for feedback?*
- *Did all of the activities occur as planned?*
- *Were the participants in attendance for the time needed?*

[121] Practices implemented by district leaders.

Policy 7. Role of the Master Inservice Plan (MIP)
Focus Question: What policy and practices clarify the role of the Master Inservice Plan as a supporting element in the professional development system?

The Policy: The district, in conjunction with PAEC, shall develop and maintain a Master Inservice Plan (MIP) for all district employees based on state adopted standards for high quality professional development as required under Section 1012.98, F.S and SBE Rule 6A-5.071, F.A.C.

The Master Inservice Plan, a major supporting element in the district's professional development system, will provide the professional educator workforce opportunities to use successful professional learning on district and school instructional improvement initiatives for certification purposes consistent with state statutes and State Board of Education rules. Not every aspect of the professional development system is aligned with an MIP component. However, it is the intent of the district to enable actual improvements in teaching and leadership proficiency to contribute to credits for master inservice components for recertification purposes. In support of this, resource allocations for MIP components give priority to those aligned to state and district initiatives related to student achievment and high-effect size practices included in evaluation systems and include participant implementation of the targeted learning.

The MIP shall be redeveloped and amended as needed to include componets that:

- Improve alignment with the purposes of the professional development system;
- Recognize actual improvements in effectiveness resulting from professional learning.
- Support workforce learning needs regarding state and district priorities for student progress toward "college and career ready".

Supports for Implementation: *The professional deelopment system supports student learmmg needs through deliberate practice focused on state and district priorities. Professional learning events and processes that are supported with research-based models of professional learning and/or embed appropriate characterisc of high quality proferssional learning are those that deepen mastery of practices aligned with state standards for student and workforce performance (e.g. CCSS, NGSSS, FEAPs, FPLS, The Protocols) are the primary focus for developing components in a MIP.*

Deliberate Practice Program*: The focus of components in the MIP are the array of supports focused on the standards, aligned with the Florida Professional Development Protocol Standards, and targeting the learning needs of the professional workforce related to:*

- *deepening personal mastery of job responsibilities that impact students' college and career readiness,*
- *using data to examine the sufficiency of mental models that shape problem solving behaviors and capacity to engage students in high quality learning,*

- *improving proficiency in the collegial skills needed for team learning and building a shared vision of desired outcomes, and*
- *employing systems thinking to understand alignments, connections, and relationships essential to supporting the goal of college and career ready students.*

Components are those deliverables (e.g. courses, events, processes) that are assigned an identifying number in accordance with DOE Information Data Base Requirements. The MIP shall include all professional development components for all employees from all fund sources.

The following practices support maintaining alignment of approvd MIP components with district purposes for professional development:

7.1 Resource Allocation Priorities
7.2 Organization of MIP Components
7.3 Aligned Arrays of Components
7.4 Charter School Access
7.5 Amendments to the MIP
7.6 DOE Information Data base Requirements
7.7 Streamlining the MIP

7.1 Resource Allocation Priorities Associated Practice:
District support via resources and inclusion of components in the MIP shall give priority to those professional learning supports aligned to state initiatives related to student achievement and high-effect size practices included in evaluation systems. This includes support for participant implementation of the targeted learning at the school or classroom level.[122]

Supports for Implementation: *MIP components are to be developed so that they support deliberate practice professinal learning on state initiatives related to student achievment and high-effect size practices included in evaluaion systems and that include support for participant implementation of the targeted learning at the school or classroom level.*

Decision making regarding capacity and resouirce suport for MIP components is aided by aligning MIP components with rrecurring workforce development programs and organizing components into arrays of components aligned to priority district initiatives supporting standards based instruction.

The MIP may contain components that support certification credit for proferssional learning implemented by providers other than the school district or pursued as independet study by individaul educators, but inclusion of a component in the MIP does not reflect an intent by the district to focus capacities and expend resoures on such components. District and school capacites and resoirces are to focus support for MIP compoents on deliverables aligend to purposes of teh PD system with priority given to support for professional leaarning alignd to state initiatives related to student achievment and high-effect size practices included in evaluaion

[122] Practices implemented by district leaders through resource allocations and MIP component design.

systems and that include support for participant implementation of the targeted learning at the school or classroom level.

7.2 Aligned Arrays of Components_Associated Practice:
In further support of statewide goals for school improvement, the MIP includes arrays of aligned components that, in their aggregate, support educator development on the following:[123]

- CCSS, NGSSS, and Career and Technical Education Standards
- Instructional practices for special populations (e.g., Exceptional Student Education, English Language Learners)
- Data Access
- Differentiated Instruction, including Multi-Tiered System of Support
- FEAPs
- FPLS
- High-effect size instructional and leadership strategies addressed in the district's evaluation systems
- Low-achieving schools
- Peer and mentor teachers and instructional coaches
- Professional Development System Evaluation Protocol Standards
- Technology-supported learning
- Science, Technology, Engineering and Mathematics (STEM)
- Student Characteristics and Relationships

RTTT SOW	Protocol Standards	What we will do SY 2013-14 and beyond	Evidence	Responsible Parties	Time Line
IId. Differentiated Instruction	1.2.3; 2.2.3; 3.3.3. Learning Strategies: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practices, and classroom-based feedback.	• Use of academic data and specialists to guide professional development, model, and assist teachers in analyzing data and making academic decisions, and to work alongside teachers in the classroom.	• Logs of classroom visits, modeling and conferencing • Agendas and sign-in sheets from trainings	• Principals, academic coaches, academic specialists	• Weekly at each school site • ongoing and for various groups of teachers at each school level

[123] Practices implemented by district leaders and professional development director.

Supports for Implementation: *The content and organization of the MIP components guide school and district leadership in focusing capacities on purposes. The MIP also supports the workforce in selection and planning of appropriate professional learning. MIP components are to be organized to align with two primary organizational processes: Recurring Workforce Development Programs and Arrays of Components aligned to priority district initiatives supporting standards based instruction.*
Recurring Workforce Development Programs

These are programs needed for sustained development and support functions essential to success of the school district: District programs that incorporate support through MIP components with other program elements shall include the following:

- ***Leadership Program****: District supports focused on the FPLS and supporting the development and proficiency of school and district leaders and school based leadership teams. The program shall include MIP components from each array of components focused on standards based instruction.*

- ***An Induction Program****: The array of supports focused on beginning teachers and teachers new to the district. Professional Educator Competency (PEC) and Clinical Educator Supervision (CET) supports shall be aligned with this program*

- ***Developing Educators Program****: The supports focused on the needs of professional staff to improve proficiency in targeted areas of job performance. This program is aligned with the evaluation system and focuses on educators with significant performance improvement needs. Content from MIP components from appropriate arrays may be incorporated into this program.*

- ***Non-instructional Program****: The array of trainings and development processes that improve capacity of the non-instructional workforce to support the school system and perform job responsibilities.*

Aligned Arrays of Components Supporting Standards-based Instruction: The available array of professional learning supports on the following issues, when merged with facilitation of actual implementation, should be represented by components in the MIP:

- ***Academic Standards Array****: Provide effective professional development components that deepen educator mastery of the framework of state academic standards for students, the tools for designing effective standards-based lessons, and the research-based strategies that engage students in successful learning. Components in this array, collectively, are to support standards-based instruction facilitated by learning goals, use of "big ideas" and learning goals to guide development of curriculum maps, and development and use of learning progression scales that describe expectations for student progress in attaining the learning goals.*

    a. *Components focused on subject matter mastery should support creation, identification, or modification of model lessons specific to their content area and*

aligned to the Common Core or NGSSS. Components are to be provided that support understanding the Common Core State Standards for Mathematics and for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS). Components are to include support for teaching "big ideas" to narrow the focus of instruction and allow students to delve deeper for a greater depth of understanding. They should also identify tools and resources developed to support the implementation of CCSS.

b. *Components focused on instructional methods should identify research-based instruction and evidence-based practices that are differentiated to ensure success for all students (including those with disabilities, English Language Learners, and others identified as gifted). Components should incorporate differentiated instruction into model lessons at Tier 1 of a Multi-Tier System of Supports (MTSS).*

c. *Components focused on design and planning of lessons should incorporate practices for quality implementation of differentiated instruction using MTSS and Universal Design of Learning. Components are to provided that support professional learning on design of lessons intended to (1) enable students to interact with new knowledge, (2) practice and deepen understanding, and (3) generate and test hypotheses using new knowledge and practices on long range planning to provide and an appropriate mix of such lessons so that standards are met. Components are to be provided that provide professional learning on "chunking" the standards to identify 10 to 12 critical areas of focus or big ideas; integration of standards across content areas as appropriate; defining 10 to 12 major learning goals based upon the "chunks" of integrated standards from the course description; developing learning progression scales (rubrics) to describe the steps students will take to attain each learning goal as well as what success looks like at each step; using the learning progressions to guide lesson development; include formative assessment tasks as part of the instructional plan, identification of resources in advance, and incorporating the use of technology as a tool for learning when applicable; and use of formative assessment data to revise and/or differentiate instruction as appropriate to meet the needs of ALL students.*

- ***Accommodations Array**: Provide effective professional development components on new common core standards that include strategies for assisting students with learning challenges to meet those standards (e.g., MTSS, accommodations, assistive technology, ELL, strategies). Identify research-based instruction and evidence-based practices that are differentiated to ensure **success for ALL students** (including those with disabilities, English Language Learners, and others identified as Gifted).*

- ***Assessment Array**: Components that identify appropriate ways to monitor and record (track) student progress/success; Components that incorporate creation and/or identification of formative assessments/performance tasks for model lessons to inform instruction and monitor student progress; Components that identify differences and appropriate uses of interim and summative assessments. All components that address development of assessments shall include learning on their use in monitoring student progress and alignment directly to the learning progressions or scales guiding instruction.*

- ***Data Access Array**: Provide effective professional development components on how to use state data systems to provide customer-friendly access and information on student performance to district leaders, teachers, principals, parents, students, community members, unions, researchers, and policymakers; including a components on the use of the district's local instructional improvement system (LIIS) and state level data systems to show growth of students, teachers, schools, and districts disaggregated by subject and demographics[124];*

- ***Differentiated instruction Array**[125]: Provide effective professional development components on instruction planned and delivered via multi-tiered systems of support (MTSS) at all grades, subjects, and levels; and related components focused on minimizing achievement gaps including use of student data to identify achievement gaps in sub-populations and implement school improvement planning process to improved achievement of targeted sub-groups;*

- ***FEAPs Array**: Components that support mastery of the Florida Accomplished Educators Practices. Components in this array may also be included in other arrays. The purpose of this array is to align MIP components with all aspects of the FEAPs.*

- ***FPLS Array**: Components that support mastery of the Florida Principal Leadership Standards. Components in this array may also be included in other arrays. The purpose of this array is to align MIP components with all aspects of the FPLS and support district leadership development programs.*

- ***Evaluation System Priority Indicators Array**: An array of components on instructional and leadership strategies addressed in the district's evaluation systems. Components that address training and development of evaluators are to be included. Components in this array may also be included in other arrays. The purpose of this array is to align MIP components with support for implementing district evaluation systems.*

- ***Low-achieving schools Array**: Provide effective professional development components on intervention models and the educator and leadership practices that improve instruction and support recruitment and retention of highly effective teachers and principals to schools that are high-poverty, high-minority, and persistently lowest-achieving schools. Components in this array may also be included in other arrays*

- ***Peer and mentor Teachers Array**[126]: Provide effective professional development components on enabling master educators to serve as facilitators of professional development, lead lesson studies and PLCs, and function as members of school leadership teams. Components in this array may also be included in other arrays*

- ***Protocols Array**; Components that support quality implementation of the Florida Protocol Standards at the educator and school levels.*

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[124] Supports RTTT project 6
[125] as per F.S. 1012.98 (3)(a)(1)
[126] as per F.S. 1012.98 (3)(a)(3))

- ***Technology supported learning Array**: Provide effective professional development components on use of technology based learning for students and adults, including a component for the instructional and administrative workforce on access to district and state provided web-services via the single sign-on process*[127]*; Incorporate into model lessons in other arrays opportunities for students to utilize technology as a tool for learning.*

- ***STEM Array**: Training appropriate staff for high school career and technical programs that provides training for occupations requiring science, technology, engineering, and/or math (STEM) and processes to support program graduates in securing industry certification, and/or examination; Components in this array may also be included in other arrays*

- ***Student learning Characteristics and Relationships Array***[128]*: Professional learning aligned to contemporary research on brain functions, learning styles, forms of intelligence, human development and other characteristics that impact student relationships and success at learning.*

7.3 Amendments to the Master Inservice Plan Associated Practice:
Any component developed after the annual approval of the MIP may be submitted for school board approval as an amendment to the MIP.[129]

***Supports for Implementation:** The MIP shall be updated annually by September 1, and approved each year by the district school board pursuant to the criteria and procedures in SBE Rule 6A-5.071. By October 1 of each year, a letter verifying that the district school board has approved the master inservice plan and that the plan meets the criteria pursuant to this rule shall be sent to the Departmenr of Education. To support ongoing improvement of the professional development systema and enable timely revisins that add or edit quality to teh MIP, any component related to the purposes of the district proferssional development system developed after the annual approval of the plan may be submitted to the school baord for approval as an amendment to the MIP.*

7.4 Streamlining the Master Inservice Plan Associated Practice:
At each annual adoption of the MIP, components no longer needed or not in alignment with current state or district purposes and priorities may be deleted from the MIP.[130]

***Supports for Implementation:** The components in the MIP should support a shared vision of "One System Supporting ALL Students": a system in which instruction and learning is based upon common standards, sound research, collaboration, problem solving driven by multiple sources of student data, and culminating in increased student achievement. While MIP components have a 5 year validity period before review and renewal is required, those components not aligned to this shared vision and the current purposes of the professional development system may be dropped from the MIP.*

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[127] Supports RTTT Project 5 deliverable 2
[128] as per F.S. 1012.98 (3)(a)(2))
[129] Practice managed by district professional development director.
[130] Practices implemented by district leaders.

- *While some components shall be retained to support individual educator initiated learning processes that are aligned with individual needs assessments and consistent with school, district and/or state priorities, the district shall periodically review and remove from the MIP components that do not contribute to observable improvements in practice(s) related to state standards or job responsibilities.*
- *Components that do not incorporate research-based models of professional learning and/or embed appropriate characterisc of high quality proferssional learning should be revised or deleted from the MIP.*
- *The inclusion of MIP components that provide only knowledge transmission and do not faciitate development and implementation of learning on the job should be minimized.*

7.5 Department of Education Information Data Base Requirements Associated Practice: Professional development data required for inclusion in the DOE Information Data Base Requirements (state survey data) are collected, verified and reported in a timely manner. Where such data are collected and reported by district offices other than the professional development director, the professional development director is involved in the review of the collection processes and accuracy of data collected prior to submission to the state.[131]

Supports for Implementation: *Distributed leadership may result in data entry routines where input to the state data base related to professional development are managed by school site or district offices other than the professional development director. Procedures shall be implemented to involve the district staff responsible for overview of professional development in monitoring the data input and data accuracy of state data base entries related to professional development.*

7.6 Charter Schools Associated Practice:
Charter schools' instructional and administrative staff located within the district shall be provided the same opportunity to participate in MIP components open to all district personnel as any other district or school personnel.[132]

Supports for Implementation: *See http://www.floridaschoolchoice.org/information/charter_schools on the FLDOE website for useful information.*

[131] Supports effective implementation of SBE Rule 6A-5.071(8).
[132] Practices implemented by district leaders.

APPENDECIES

POLICY 5: THE DELIVERABLES OF THE PROFESSIONAL DEVELOPMENT SYSTEM

Appendix 1: Scope of the Deliverables

Deliverables of the professional development system may be classified as training, development, or outcomes.

- Plans
  Deliverables may be in the form of plans such as:
  1. the school board approved master in-service plan with components that generate master-in-service-points for certification purposes;
  2. Individual (i.e., Deliberate Practice; Leadership Plan), school, and district improvement plans.
  3. Curriculum maps

- Data
  Deliverables may be in the form of data sources and analyses that inform student and educator needs assessments.

- Workday routines
  Deliverables may be in the form of the individual, collegial, school and district level actions, processes and events embedded in workday routines that:
  1. support standards-based instruction and Common Core transition
  2. meet Protocol Standards;
  3. implement state and district initiatives with fidelity;
  4. use feedback from research-based evaluation systems to improve practice;
  5. support deliberate practice and implementation of improvement plans[1];
  6. support sharing professional learning across school and district boundaries[2] (i.e., common planning time, PLCs, lesson studies)

- Processes
  Deliverables may be in the form of processes for:
  1. Using data to determine goals
  2. Using goals to determine what data are needed to address faculty and/or school leader learning needs
  3. Developing collegiality (e.g., collaboration) that supports change
  4. Applying a variety of professional development models and designs to develop knowledge and skills
  5. Implementing research-based improvement strategies
  6. Systematic observations with timely feedback
  7. Examining student work
  8. Coaching and mentoring

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[1] as per F.S. 1004.42(18))
[2] as per F.S. 1012.98 (2); 1012.98 (3)(a)(3)); 1012.98 (4)(b)

9. Multi Tiered (MTSS) Framework

- Programs
  Deliverables may be in the form of structured and scheduled processes, workshops, courses, conferences, modules, and events that provide opportunities for:
  1. active learning, facilitated practice and implementation of professional learning
  2. acquiring essential information about job responsibilities

- Online
  Deliverables may be in the form of digital and web-based learning resources and processes.

- Structures
  Deliverables may be in the form of organizational structures that facilitate collegial learning relationships between groups and/or individuals, schools, other districts, consortiums, and higher education and shall include:
  1. Grouping based on needs
  2. Extending time for learning by organizational schedules and meeting organization
  3. Individualized interventions (e.g. coaching, mentoring)
  4. Formative assessments to identify needs
  5. Professional learning communities
  6. Study groups (e.g. lesson studies, PLCs, book studies)

- Outcomes
  Deliverables may be in the form of improvement in practice, attitudes, work working relationships and shall include:
  1. Higher ratings on indicators in the evaluation system
  2. Demonstration of successful implementation of new practices related to the FEAPs or FPLS
  3. Demonstrations of high quality classroom strategies, practices , or learning environments
  4. Planning and preparing high quality standards-based lessons, curriculum maps, etc.
  5. Reflecting on Teaching that results in growth in mental models and supports paradigm shifts
  6. Collegiality and professionalism
  7. Collegial team learning resulting in improved practice (e.g., via lesson studies, PLCs)
  8. Demonstration of attitudes that support a learning culture

POLICY 5: THE DELIVERABLES OF THE PROFESSIONAL DEVELOPMENT SYSTEM

Appendix 2: Distribution of Responsibilities for Implementation

Policy 1: *A Focus on "College and Career Ready"*

Associated practice	Primary responsibility
1.1 Understanding the Standards Framework	Practices implemented, individually and collectively, by all educators involved in or supporting instruction

Implementation Schedule: Initiated by September 30, 2012 and a recurring annual process thereafter.

- District and school leaders plan and implement a process at each school to share professional learning from Common Core Summer Sessions
- School principals and faculties incorporate recurring discussion in faculty meetings on the overall framework of student academic standards in the Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSSS) and such other aspects of being "college and career ready" as are appropriate to the student population

Associated practice	Primary responsibility
1.2 Use of Course Requirements	Practices implemented, individually and collectively, by all educators involved in or supporting instruction

Implementation Schedule: A recurring annual process thereafter

- District staff emphasize significance of CPALMS at opening or school orientation meetings for school leaders and teachers
- School principals designate faculty members who will serve as mentors on how to access course description on CPALMS.
- School administrators and leadership team begin monitoring of alignment of lessons planning with course descriptions.

Associated practice	Primary responsibility
1.3 Alignment, Connections, and Relationships	Practices for all participants in professional learning supported by the professional development system

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings; scheduled professional development trainings

Policy 2: The Priority Shifts in Professional Development

Associated practice	Primary responsibility
2.1 School-based Focus	Practices initiated by school and district leaders and supported and implemented by all educators district-wide

Implementation Schedule: Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	Primary responsibility
2.2 Emphasis on Development	Practices implemented by the designers and developers of professional learning deliverables

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
2.3 Standards-based Focus	The distribution of such resources is a responsibility of school and district leadership with decision making authority regarding school or district resources supporting professional development

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
2.4 Professional Learning Cultures	School and district leaders and their leadership teams are the primary architects of professional learning cultures.

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
2.5 Master-Inservice Plan Priorities	A process managed by the district's professional development director in consultation with the Professional Development Monitoring Team

Implementation Schedule: Phased in beginning December 1, 2013

- By December 1, 2013 the existing MIP components that support the following are identified:
    a. Collegial learning processes

b. FEAPS practices
c. FPLS descriptors

- By January 15, 2014 new MIP components are added to support school site collegial professional learning on these issues.
- By March 2014 the district with assistance of PAEC will develop and implement a process for identification of highly effective teachers and leaders and gather data on the professional learning practices of such teachers and leaders to serve as a basis for development of MIP components that engage other educators in such practices.

Policy 3: The Purposes of the Professional Development System

Associated practice	**Primary responsibility**
3.1 Learning Organizations	Practices implemented across all levels of the workforce with direct support from leadership at all levels.

Implementation Schedule: On-going - Implementation Schedule: Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	**Primary responsibility**
3.2 Professional Responsibility-Understanding Purposes of Professional Development	Practices implemented by school and district leaders to engage the workforce in constructive conversations about the terms, concepts, research and state standards related to the purposes of the professional development system

Implementation Schedule: On-going - Implementation Schedule: Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	**Primary responsibility**
3.3 Allocating Responsibilities	Practices implemented by school and district leaders and leadership teams

Implementation Schedule: On-going - Implementation Schedule: Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	**Primary responsibility**
3.4 Actual Improvement Related to Purposes	Practices implemented primarily by school and district leaders working collegially with educators participating in professional learning processes

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Policy 4: The Capacities Employed in the Professional Development System

Associated practice	Primary responsibility
4.1 Capacity Management	Practices implemented by school and district leaders

Implementation Schedule: On-going - Implementation Schedule: Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	Primary responsibility
4.2 Restructuring and Reorganizing for Capacity Development	Practices implemented by district staff and school leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	Primary responsibility
4.3 Focusing Capacities on Priority Targets	Practices implemented by district and school leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Policy 5: The Deliverables of the Professional Development System

Associated practice	Primary responsibility
5.1 Aligning Deliverables with Policies and Purposes	Practices implemented by all involved in design, delivery, and evaluation of deliverables

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.2 Key Personnel in Professional Development: Distributive Leadership	Practices implemented by district leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.3 Research-based Professional Development Models	Practices implemented by all involved in development of development programs

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.4 Coordinated Arrays of Professional Development Supports	Practices coordinated by district professional development staff

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.5 Leadership Development	Practices implemented by supervisors and all levels

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.6 Online and Digital Professional Learning Resources	Practices implemented by all professional developers and school and district leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.7 Deliverables Aligned with Needs Assessments	Practices implemented by all school and district leaders with supervisory duties

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT),

School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.8 Priority Areas for Professional Learning Deliverables	Practices implemented by those with responsibilities for design and/or delivery of deliverables

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.9 Compliance with Statutes and Rules	Practices implemented by district leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	Primary responsibility
5.10 Data Deliverables	Practices implemented by school and district leaders and leadership teams

Implementation Schedule: On-going - Implementation Schedule: Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	Primary responsibility
5.11 Improvement Planning	Practices implemented by school leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	Primary responsibility
5.12 Building a Professional Learning Culture	Practices implemented by district and school leaders and leadership teams

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.13 Educator Preparation Programs	Practices implemented by district leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.14 Deliverables Aligning Personnel Evaluation and Professional Development	Practices implemented by district and school leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.15 Coaching for Improvement Support System	Practices implemented by district leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
5.16 Training and Development of Non-instructional Personnel	Practices implemented by district and school leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Policy 6: The Evaluation Practices of the Professional Development System

Associated practice	Primary responsibility
6.1 Design Focus on Evaluating Impact	Practices implemented by professional developers and implementers

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
6.2 Individual Responsibilities on Alignment and Impact	A practice implemented by participants and supported by their supervisors

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
6.3 Evaluability Assessments	Practices implemented by the designers and developers of supporting evaluation processes and tools

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
6.4 Collaborative Feedback: Collegial processes that engage the entire workforce	Practices implemented by school leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
6.5 Professional Learning Culture in the Schools	Practices implemented by school and district leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
6.6 Reflection and Collegial Sharing	Practices implemented by school and district leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
6.7 Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality	Practices implemented by school leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
6.8 A Framework for Evaluation of Professional Development	Practices implemented by district leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
6.9 Evaluation of Fidelity of Implementation	Practices implemented by district leaders

Implementation Schedule: On-going - Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Team (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings

Associated practice	Primary responsibility
6.10 Evaluation of the Impact of Professional Development on Performance Improvements	Practices implemented by district leaders

Implementation Schedule: On-going via formal and informal observations and student performance data

Associated practice	Primary responsibility
6.11 Distribution of Responsibility for Monitoring and Evaluation of Professional Development	Practices implemented by school and district leaders

Implementation Schedule: On-going via training facilitator

Associated practice	Primary responsibility
6.12 Professional Development Monitoring Team	Practices implemented by team members under direction of the Superintendent or designee

Implementation Schedule: On-going via Instructional Leadership Team

Policy 7: Role of the Master Inservice Plan (MIP)

Associated practice	Primary responsibility
7.1 Resource Allocation Priorities	Practices implemented by district leaders

Implementation Schedule: On-going via Instructional Leadership Team

Associated practice	Primary responsibility
7.2 Aligned Arrays of Components	Practices implemented by district leaders and Professional Development director

Implementation Schedule: On-going via Instructional Leadership Team

Associated practice	Primary responsibility
7.3 Amendments to the MIP	Practice managed by district Professional Development Director

Implementation Schedule: Annually as mandated by FLDOE

Associated practice	Primary responsibility
7.4 Streamlining the MIP	Practices implemented by district leaders

On-going - Implementation Schedule: Executive Management Team (EMT), Instructional Leadership Team (ILT), District Leadership Team (DLT), District Curriculum Teams (DCT), School Site Leadership, Faculty, Grade Group, Department Meetings; Scheduled District Trainings

Associated practice	Primary responsibility
7.5 DOE Information Data Base Requirements	Practices implemented by district leaders

Implementation Schedule: Per annual requirements by FLDOE

Associated practice	Primary responsibility
7.6 Charter Schools	Practices implemented by district leaders

Implementation Schedule: Per statute mandates

POLICY 5: THE DELIVERABLES OF THE PROFESSIONAL DEVELOPMENT SYSTEM

Appendix 3: Professional Learning Models Focused on Development

The following research-based models[3] supporting professional development goals may be employed in this district and, as appropriate be used to deliver components in the Master Inservice Plan: Models intended to go beyond training and actually support development of the participant(s) are either managed by the participant(s) or by the providers of the model (e.g. facilitators, coaches, supervisors, and/or consultants).

Participant Managed Models – Where the learning focus and/or methods employed are primarily determined and implemented by the learner(s):

- Individually Guided Learning Goals: Where the learner sets individual goals for improvement and select the activities that the learner believes will help achieve the goals. The model includes crafting learning goals, learning activities, and a product, process, or demonstration that provides evidence of results.

- Team Learning -collaborative and cooperative models: Collaborative and cooperative models of professional development (e.g. Lesson Studies, Professional Learning Communities) are characterized by teachers, staff, and/or school leaders who come together to reflect on their practices and develop and implement new ways to improve practice. Team learning processes employ defined protocols and addresses issues determined by consensus processes. Collective effort increases affect, improves the knowledge and skills of participants, and increases the likelihood that knowledge and skills will be implemented.

- FCIM Focused Action Research (Individual or group inquiry): The focus of this model is on research conducted by educators acting individually, in small groups, or as a whole faculty. Participants identify an area of instructional or school improvement interest, collect and analyze data to define problems, and use the problem solving model of the Florida Continuous Improvement Model (FCIM) plan and implement improvements in practice.

Provider Managed Models – where the learning focus and/or methods employed are primarily determined and managed by the learning provider(s):

- Curricular and instructional initiatives: This is the systematic process employed for implementing major instructional, curriculum, or leadership initiatives (e.g. Common Core Transition, MTSS, SBI, Text Complexity) with fidelity to their design. Implementing initiatives requires well designed active learning processes involving multiple sessions and integration of professional learning models so that four distinct elements are addressed:
    a. presentations about the initiative that increase knowledge;
    b. demonstrations of the initiative in action by skilled and knowledgeable providers;
    c. preparation to enable participants to implement the initiative; and

[3] [1] Joyce, B., & Calhoun, E. (2010). *Models of professional development: A celebration of educators*. Thousand Oaks, CA: Corwin; and Sparks, D., & Loucks-Horsley, S. (1989). Five models of staff development for teachers. *Journal of Staff Development 10*(4), 40-57.

d. implementation of the initiative by participants with expectation for ongoing reflection and feedback

Where initiatives are implemented with a "train the trainers" model those to be trained as trainers are to be prepared to provide relevant presentations, demonstrations, and to prepare participants to implement the initiative. School leaders and participant's supervisors will coordinate with trainers on the participants' implementation of the initiative and providing feedback on proficiency.

- Coaching/mentoring/ direct service models: This model establishes a formal and direct connection between master educators (e.g. coaches, mentors) and individual or groups of teachers or school leaders and creates an opportunity for both providers and learners to determine needs and obtain assistance to address those needs. Two common types of service models include instructional coaches and mentors. The providers teach new and experienced educators how to use proven instructional and/or leadership methods. They employ a variety of professional development procedures to foster widespread, high-quality implementation of interventions, providing "on-the-job learning."

- Observation/Assessment Based Growth Targets: The individual receives objective data and feedback on their performance through data analyses, peer coaching, clinical supervision, or evaluation. This model includes a pre-observation phase during which the learner and a peer, mentor, or supervisor determines a focus for the observation and ways in which data will be collected; an observation phase during which data are collected; and a post-observation phase during which the observer shares the data collected and the teacher and observer reflect on the lesson, identifying strengths and areas for improvement

- Developmental Improvement Process: Educators develop curriculum, design programs, or participate in a school improvement process (e.g., lesson study) to solve general or particular problems related to instruction or curriculum. To complete such tasks, educators often need to deepen specific knowledge and skills (e.g., curriculum mapping). Learning occurs through the variety of activities (e.g., reading, discussing, writing and editing materials, designing and implementing improvement strategies, collegial dialogue and feedback involved in completing the project.

POLICY 5: THE DELIVERABLES OF THE PROFESSIONAL DEVELOPMENT SYSTEM

Appendix 4: Using Student Data for Improvement Planning

A professional development program focused on data use shall be included in the professional development system that addresses using multiple sources and different types of data collected at different times of the year to provide a more accurate picture of student learning needs and teachers' and leaders' professional learning needs.

Student needs analyses are used, along with other professional learning needs data, to identify and prioritize professional learning needs of individual instructional and administrative personnel. Such analyses may address:

- At the individual level, classroom-level disaggregated student achievement and behavioral data related to content area skills;
- At the school level, a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas and by subgroups needing special assistance.
- At the district level, a school-by-school analysis of disaggregated student achievement by content area knowledge and skills, and behavioral data.

Use of multiple sources compensates for imperfections in data instruments, increases confidence in analyses when multiple sources yield similar results, and highlights conflicting results that prompt further analyses. Deliverables of the program that addresses data use shall include training and development in use of:

Outcome Data (evidence of student learning and achievement), describe how a student or a group of students is doing at a particular moment in time, communicate the degree to which a student or a group of students has acquired specific knowledge, skills, and attitudes, and are measurable and quantifiable.

Demographic Data (Information about students, the school (including staff), parents, and the community) helps staff understand students and their unique needs provide vital statistics regarding the students, their families, and the community, and identifies factors that must be considered in the staff's decision-making process.

Program Data (Information about school and district processes and programs) includes information related to the school's and teachers' efforts to promote a high level of student achievement, refers to variables over which the school has some degree of control, and helps the staff make effective decisions about curriculum, instruction, and assessment.

Perception Data (attitudes, beliefs, and interests of students, teachers/staff, parents, and the community) help to understand what students, parents, teachers, and others think about the learning environment, can be gathered through questionnaires, interviews, and observations, and are important to take into account since people act in accordance with what they believe.

POLICY 5: THE ROLE OF THE MASTER INSERVICE PLAN (MIP)
Appendix 5: Professional Development Arrays

District and PAEC Provided Components

School Level Components

Individual Educator/School Leader Components

PRIORITY AREAS FOR ARRAYS OF PROFESSIONAL LEARNING SUPPORTS

In addition to the example above, other typical focus issues for professional development arrays include:

- Collegial Team Learning Practices (e.g. Lesson Studies, PLCs, Faculty/Dept. Meeting processes)
- High-effect Size Instructional Strategies
- Learning Characteristics of children and adolescents
- Meeting Mainstreamed ESE students' needs
- Meeting ELL students' needs
- Multi-tiered System of Supports
- Practices of the FEAPs or FPLS
- Reducing the Achievement Gap

See Appendix 8 for more information.

POLICY 6: THE EVALUATION PRACTICES OF THE PROFESSIONAL DEVELOPMENT SYSTEM

Appendix 6: Framework for Evaluation of a Professional Development System[4]

What aspects of the professional development system should be evaluated?	
Capacities	a. Are the districts' capacities (human, fiscal, time, resources) aligned with PD purposes? b. Are the school level capacities (human, fiscal, time resources) aligned with collegial learning and growth targets in improvement plans?
Fidelity of implementation of deliverables (processes, events) and organizational structures intended to promote changes in practice	a. Did the professional development occur as planned? b. Was the professional development carried out with **quality** and **fidelity**?
Effects of professional development on teacher instructional practice	a. Did teachers apply the knowledge and skills that were the focus of their professional development with **quality** and **fidelity**? b. Did teachers make the intended positive changes to their practice as a result of the professional development? c. What changes in teacher practice resulted from the professional development?
Effects of professional development on teacher content knowledge	a. Did teachers acquire the content expertise they need to teach the Common Core State Standards and Next Generation Science Standards as a result of the professional development? b. Did teachers apply the content knowledge that was the focus of professional development to their lessons? c. What changes in teacher content knowledge resulted from the professional development?
Effects of professional development on leadership practices	a. Did leaders apply the knowledge and skills that were the focus of their professional development with **quality** and **fidelity**? b. Did leaders make the intended positive changes to their leadership practice as a result of the professional development? c. What changes in leadership practice resulted from the professional development?

[4] McREL TA Manual 5

Effects of professional development on collaborative practices	a. Did teachers apply the knowledge and skills that were the focus of professional development related to collaboration with **quality** and **fidelity**? b. Did teachers make the intended positive changes to their collaborative practices as a result of the professional development? c. What changes in collaborative practices resulted from the professional development
Effects of professional development on student learning	a. What changes in student learning resulted from the professional development?

POLICY 6: EVALUATION PRACTICES OF THE PROFESSIONAL DEVELOPMENT SYSTEM

Appendix 7: Framework for Monitoring and Adjusting Professional Development[5]

FRAMEWORK FOR MONITORING AND ADJUSTING PROFESSIONAL DEVELOPMENT Implementation Section Professional Development Focus: Improve Student Achievement						
	What will we monitor?	**What is the target?**	**What data will we use to monitor?**	**When will we monitor?**	**Who will oversee the monitoring?**	**How will we decide what adjustments to make?**
Implementation	**Spread of Implementation**	Ensure that all stakeholders are aware of professional development offerings related to their work assignment Increasing graduation rate Increasing College Readiness Increasing the Number of CTE Certifications	District professional development calendar	Beginning of the year, mid-year, and end of the year	PDP Team Deputy Superintendent HR Director Other District Directors School Leadership	Feedback from PD evaluations Assessment data Employee formal and informal surveys
	Quality and Fidelity of Implementation	Ensure that PD is meaningful and relevant to district goals	Alignment of PD with identified goals of Appendix 5 as they relate to CCSS implementation, adoption of core curricula, evaluation process, meeting the academic needs of students, and other components of student achievement. PD participants' evaluation	During planning process for each segment of professional development (beginning of year, middle of year, and end of year (summer training)	PDP Team Deputy Superintendent HR Director Other District Directors School Leadership	Feedback from PD evaluations Assessment data Employee formal and informal surveys
	Effects of Implementation on Implementers	PD will translate into improved instructional practices PD will translate into improved student achievement	Formal and Informal Classroom Observations Assessment Data	On-going throughout the school year	District Leadership School Leadership Academic Coaches PDP Team	Documentation from formal and informal observations Pre/Post Observation Conferences Feedback from stakeholders at all levels

[5] McREL TA Manual 5

FRAMEWORK FOR MONITORING AND ADJUSTING PROFESSIONAL DEVELOPMENT						
Effectiveness Section						
Professional Development Focus: Improve Instructional Practices						
	What will we monitor?	**What is the target?**	**What data will we use to monitor?**	**When will we monitor?**	**Who will oversee the monitoring?**	**How will we decide what adjustments to make?**
Effectiveness	**Effectiveness of Professional Development** **School Level**	Developing Professional Learning Communities Developing/Improving Teacher Content Knowledge	Formal and Informal Classroom Observations Assessment Data	On-going and throughout the school year	District Leadership School Leadership Academic Coaches PDP Team	Documentation from formal and informal observations Pre/Post Observation Conferences Feedback from stakeholders at all levels
	Effectiveness of Professional Development **Team Level**	PD will translate into improved instructional practices PD will translate into improved student achievement	Assessment Data	Beginning of the year, mid-year, and end of the year	District Leadership School Leadership Academic Coaches PDP Team	Feedback from training evaluations
	Effectiveness of Professional Development **Classroom Level**	PD will translate into improved instructional practices PD will translate into improved student achievement	Formal and Informal Classroom Observations Assessment Data	On-going and throughout the school year	District Leadership School Leadership Academic Coaches PDP Team	Documentation from formal and informal observations Pre/Post Observation Conferences Feedback from stakeholders at all levels

POLICY 7: THE ROLE OF THE MASTER INSERVICE PLAN (MIP)

Appendix 8: Professional Development Arrays

Practice regarding deliverables: Coordinated Arrays of Professional Development Supports
Instructional and leadership improvement initiatives of the district shall be supported by a coordinated array or cluster of deliverables focused on support for fidelity of implementation of the specific initiative.

An Illustrative example of an array of professional development supports of Standards-based Instruction:

District and PAEC Provided Components:

- Professional Learning event(s)
    a. Overview of the Common Core Literacy Standards
    b. Overview of standards-based instruction
    c. Use of data to identify student learning needs regarding state standards
- Development events(s)
    a. Facilitated subject area workshops on developing learning goals based on state-standards
    b. Facilitated workshops on aligning learning activities and assignments to learning goals
    c. Facilitated workshop for school leaders on use of evaluation indicators to support SBI
- Webinar(s) on the alignment of SBI with major state and district initiatives
- Webinar(s) on use of student achievement data for student learning needs assessment

School Level Components:

- Lesson Study groups to develop a model standards-based lesson
- Principal led review on use of course descriptions posted on CPALMS (www.floridastandards.org) to identify the standards associated with each teachers course
- Recurring faculty meeting "mini-seminars" to share successes/barriers to success on SBI
- Book studies on the research framework on which the instructional personnel evaluation system is based
- Leadership Team training on ways to focus educator meeting time on fidelity of implementation of SBI
- Leadership Team guiding evaluations of the impact of SBI professional learning

Individual Educator/School Leader Components:

- Complete online module on Learning Goals at www.floridaschoolleaders.org
- Exploration of SBI resources on CPALMS (www.floridastandards.org)
- Individual, team, or department meeting with school leader(s) for collegial dialogues on observation about SBI
- Crafting improvement plan growth targets on an SBI issue (e.g. tracking student progress)

- School leaders monitoring and feedback practices on SBI implementation

PRIORITY AREAS FOR ARRAYS OF PROFESSIONAL LEARNING SUPPORTS

In addition to the example above, other typical focus issues for professional development arrays include:

- Collegial Team Learning Practices (e.g. Lesson Studies, PLCs, Faculty/Dept. Meeting processes)
- High-effect Size Instructional Strategies
- Learning Characteristics of children and adolescents
- Meeting Mainstreamed ESE students' needs
- Meeting ELL students' needs
- Multi-tiered System of Supports
- Practices of the FEAPs or FPLS
- Reducing the Achievement Gap

APPENDIX 9: TIMETABLE FOR IMPLEMENTATION

All aspects of the system are adopted by the district upon approval by the Gadsden County School Board and the Florida Department of Education. [1]

Implementation of the following will be phased in as per the schedule below:
November 2013: The policies of the professional development system are effective upon approval by the Department of Education and adoption by the school board no later than November 30, 2013.

Implementation

a. Associated Practices related to College and Career Ready Focus, Priority Shifts in Professional Development, Purposes of the Professional Development System, and Role of the Master Inservice Plan (Policies 1, 2, 3 and 7) are effective upon adoption of the professional development system.
b. Associated Practices related to Capacities Employed in the Professional Development System (Policy 4) are effective upon adoption of the professional development system except for the following which are phased in:
    - 4.2 Restructuring and Reorganizing for Capacity Development- which will be phased in by June 2015
    - 4.3 Focusing Capacities in Priority Targets – which will be phased in during the 2013-2014 school year using existing capacities and with additional capacity development and management improvements during the 2013-2014 school year.
c. Associated Practices related to Deliverables of the Professional Development System (Policy 5) will be effective on adoption of the system by the school board, except for the following which are phased in:
    - Models of professional development (5.3) implemented by June 2014
    - Coordinated Arrays of Professional Development Supports (5.4): Initiatives for which programs will be provided shall be identified by January, 2014, deliverables identified by June, 2014 and incorporated into the MIP by September 2014 and components, processes, events included in the identified arrays provided to the workforce no later than October 1, 2014
    - Needs Assessments based deliverables (5.7) shall be the majority of district funded deliverables by September 1, 2015

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[1] Upon completion meets RTTT deliverable Project 10, deliverable #5

d. Associated Practices on Evaluation and Professional Development System (Policy 6) will be effective on adoption of the system by the school board, except for the following which are phased in:
    - Evaluation framework (6.8) shall be implemented by June 30, 2014
    - Evaluation of Impact (6.10) shall be implemented by June 30, 2014
    -

The 2013-2014 MIP approved by the School Board by November 22, 2013 will include components aligned to areas addressed in the professional development system policies.

Level II Principal Preparation Program and Educator Preparation Programs will be redeveloped upon receipt of new state guidelines.

Redevelopment of an RTTT District Professional Development System
2013 Guidelines for Review and Approval

Completed by all RTTT districts and submitted by September 30, 2013
Send digital files to ProfDevSystemEQ@fldoe.org

Professional learning is the result of the individual's commitment to improvement. Each district supports that commitment through a research-based professional development system that meets the intent of statutes and regulations on professional development. The guidelines below are designed to assist RTTT districts with the submission of their redeveloped professional development systems that, at a minimum, address changes resulting from RTTT commitments. Please contact John Moore at john.moore@fldoe.org or 850-245-0546 if you need any assistance during the submission and review process.

Please complete the following and send this form with the documents you submit for review.

RTTT District Name: Gadsden **Date Submitted:** November 2013

Contact Person's Name: Dr. Sylvia R. Jackson

Title/Position: PK-12 Director of Curriculum and Instruction

Phone: 850-627-1533 **E-mail:** jacksons@gcpsmail.com

Instructions for Completing the Checklist

1. Submit this form with your district's redeveloped professional development system to ProfDevSystemEQ@fldoe.org.
2. To facilitate the review process, for each element of the listed RTTT Scope of Work issues, provide the page number(s) where that element is addressed in your documentation.
3. **Optional**: Under the section "Other," list any other substantial changes to your professional development system that are included for review and approval at this time, including a brief description and page number(s).

RTTT Scope of Work (SOW) issues impacting RTTT district professional development (PD) systems District RTTT grant SOW issues and deliverables to be addressed in department review and approval as substantial changes in school district PD systems include	Document(s) describing infusion of RTTT SOW into PD System	RTTT issue Embedded Following Associated Practice
SOW Issues	DOCUMENT Title/Page(s)	
EVALUATION OF PROFESSIONAL DEVELOPMENT		
Revised PD Evaluation System: A component of the district's PD system reflecting a revised process for evaluating the district's PD in accordance with protocol standards, the requirements of the Memorandum of Understanding, and as described in the grant.	P. 78	6.11
Personnel Evaluation Data: The district will utilize data from teachers' and principals' evaluations to plan and evaluate professional development.	P. 56	5.14
Impact on Practice: The district will evaluate the effectiveness of PD based on changes in practice and student outcomes.	P. 65	6.2
INSTRUCTIONAL IMPROVEMENTS		
Faculty Development: Training administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using lesson study and related protocols to focus and support teacher work on improving instructional and assessment practices (aligns with Protocol 3.1.6).	P. 44	5.7
Common Core State Standards Transition Support: Teacher CCSS (aligns with Protocol 1.2.2; 2.2.2; 3.2.2). content knowledge with a focus on the	P. 27	4.2
Research-based Strategies: Instructional strategies and methods for implementation of the Common Core State Standards (aligns with Protocol 1.2.2; 2.2.2; 3.2.2)	P. 27	4.2
Differentiated Instruction: Methods, strategies and the conceptual background appropriate to differentiating instruction (aligns with Protocol 1.2.3; 2.2.3; 3.3.3)	P. 83	7.2
Assessments and Lesson Studies: Use of formative assessment and the principles of lesson study to guide instruction [Ref. MOU criterion (B) (3)2.] (aligns with Protocol 1.2.1; 1.4.2; 1.4.4; 2.2.1; 3.2.1)	P. 27	4.2
Common Planning: Effective use of common planning time to improvements (aligns with Protocol 1.2.6; 2.2.6; 3.2.6) focus on teaching and learning	P. 34	4.3
ABOUT DATA		
Data Access: A comprehensive plan to deliver professional development to teachers, principals and administrators on how to access local instructional improvement and state-level data systems for the purpose of improving instruction. [Ref. Section (C), Data Systems] (aligns with Protocol 1.2.5; 2.2.5; 3.2.5).	P. 47	5.9
Data Systems: Teacher and principal use of data systems involving assessment information on student learning (aligns with Protocol 1.4.4; 2.4.4; 3.4.4).	P. 47	5.9
Data Guiding Growth Plans: Methods for using student learning data improvement in IPDP and ILDP (aligns with Protocol 1.1.3; 2.1.5). to formulate targets for	P. 38	5.1
SPECIAL PURPOSE PROGRAMS		
Beginning Teacher Support Programs: Effective beginning teacher support programs based on evaluation data of student learning and teacher performance (aligns with Protocol 1.3.1; 1.3.2; 2.3.2; 3.3.2)	P. 45	5.8
High-Needs Students: Instructional practices that target high-needs students (aligns 2.2.3; 3.3.3) with Protocol 1.2.3;	P. 83	7.2
Low-Performing Schools: If the district has schools in the 5 percent of persistently lowest-performing schools and is participating in the Leadership Academy, include the academy in the plan [Ref. Section (E), Struggling Schools].	P. 83	7.2

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: November 19, 2013

TITLE OF AGENDA ITEM: 2013/14 School Advisory Committee (SAC) Roster

DIVISION: Gadsden County Parent Services

PURPOSE AND SUMMARY OF ITEM:

Seeking Board approval for the 2013/14 School Advisory Committee Rosters (SAC)

AMOUNT: N/A

PREPARED BY: Sherrie Taylor

POSITION: Coordinator – Communities in Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

1 Number of ORIGINAL SIGNATURES NEEDED by preparer.
SUPERINTENDENT'S SIGNATURE: N/A
CHAIRMAN'S SIGNATURE: YES

This form is to be duplicated on light blue paper.

The School Board of Gadsden County

REGINALD C. JAMES
SUPERINTENDENT OF SCHOOLS

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

"Building A Brighter Future"

November 13, 2013

To: Chairman of the Board

From: Sherrie Taylor
Coordinator, Communities In School

Ref: School Advisory Committee Rosters

Please affix your signature to this page to certify Board approval for the 2013/14 School Advisory Committee (SAC) Rosters.

_____ _____

Chairman of the Board **Date**

AUDREY D LEWIS
DISTRICT NO. 1
HAVANA, FL 32333

JUDGE B. HELMS, JR.
DISTRICT NO. 2
QUINCY, FL 32351

ISAAC SIMMONS, JR.
DISTRICT NO. 3
CHATTAHOOCHEE, FL 32324
GREENSBORO, FL 32330

CHARLIE D. FROST
DISTRICT NO. 4
GRETNA, FL 32332
QUINCY, FL 32352

ROGER P. MILTON
DISTRICT NO. 5
QUINCY, FL 32353

BOARD MEETS FOURTH TUESDAY OF EACH MONTH
EQUAL OPPORTUNITY EMPLOYER

Gadsden County

School Advisory Council Membership Roster

School Year: 2013-2014

School: Crossroad Academy Charter School Telephone: 850-875-9626

Principal's Signature _____ Date 11/6/13

SAC Chairperson's Signature _____ Date 11-6-13

Name	Address	Phone#	Sex	Race	Position	Method of Selection
Major Willie Jackson	107 Love St. Quincy, Florida 32351	850-875-2906	M	B	Chairman	Elected
Mrs. Inez Holt	656 S. 11th Street Quincy, FL 32351	850-627-8951	F	B	Vice-Chair	Elected
Ms. Amaris Johnson	1240 Rustling Pines Blvd. Midway, FL 32343	615-479-0514	F	B	Secretary	Elected
Ms. Theresa Moore	1647 Spooner Road Quincy, FL 32351	850-627-3283	F	B	Treasurer	Elected Parent
Mr. Edward Dixon	2532 McCall Bridge Road Quincy, FL 32351	850-875-3147	M	B	Board Member	Elected
Ms. Renisha Gibbs	250 N. Charles Willis Dr. Midway, FL 32343	850-264-5517	F	B	Board Member	Elected
Mr. Sam Palmer	1225 Berry Street Quincy, FL 32351	850-627-2673	M	B	Board Member	Elected
Rev. Jerome Showers	PO Box 501 Havana, FL 32333	850-539-3740	M	B	Board Member	Elected
Mr. Kevin Forehand	113 Monroe Creek Drive Midway, FL 32343	850-339-2255	M	B	Principal	Appointed as Required
Ms. Cynthia Shingles	4582 Rustic Road Wakulla, FL 32327	850-556-9667	F	B	Employee Member	Elected
Ms. Patricia Vickers	1440 Griff Street Chattahoochee, FL 32324	850-728-2657	F	B	Employee Member	Elected
Ms. Camry Floyd	635 Strong Rd., Apt. 31 Quincy, FL 32351	850-345-1218	F	B	Employee Member	Elected
Ms. Evelyn Rollins	P.O. Box 688 Gretna, FL 32332	850-856-5520	F	B	Parent Member	Elected
Ms. Tina Henry	P.O. Box 804 Chattahoochee, FL 32324	850-663-3716	F	B	Parent Member	Elected
Ms. Octavia Ash	635 Strong Rd. Quincy, FL 323521	850-339-6954	F	B	Parent Member	Elected
Ms. Adrian Bishop	498 Selman Road Quincy, FL 32351	850-591-5280	F	B	Parent Member	Elected
Ms. Alexa Phillps	P.O. Box 2145 Quincy, FL 32353	850-576-8865	F	B	Student Member	Elected

GADSDEN COUNTY
EAST GADSDEN HIGH SCHOOL
SCHOOL ADVISORY COUNCIL MEMBERSHIP ROSTER

School Year 2013 - 2014

School East Gadsden High School Telephone # (850) 662-2300

Principal's Signature Melvin Roberts Date Oct 16, 2013

SAC Chairperson's Signature Angela Burgess Date October 16, 2013

NAME	ADDRESS	PHONE #	SEX	RACE	POSITION	METHOD OF SELECTION*
Roberts, Dr. Melvin	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	M	B	Principal	Election
Beamon, Patricia	109 High Street Quincy, Florida 32351	875-1693	F	B	Parent	Election
Brown, Terrance	2061 Fairbanks Ferry Road Havana, Florida 32333	770-366-7117	M	B	Parent	Election
Bryant, Cametra	27001 Blue Star Memorial Hwy Havana, Florida 32333	539-2882	F	B	Parent	Election
Burgess, Angela	P. O. Box 23 Quincy, Florida 32353	662-1226	F	B	Chair	Election
Bush, Daisy	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Campbell, Michaellean	27001 Blue Star Memorial Hwy Havana, Florida 32333	627-2173	F	W	Teacher	Election
Cunningham, Shanekquah	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Student	Election
Farmer, Erica	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Flowers, Rev. Charles	799 Friday Road Quincy, Florida 32352	766-2883	M	B	Faith-based	Election
Forehand, Gwendolyn	318 Dusty House Road Quincy, Florida 32352	627-3116	F	B	Parent	Election
Green, Destiny	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Student	Election
Harley, Angelina	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Jackson, Dee	P. O. Box 213 Gretna, Florida 32332	228-0856	F	B	Parent	Election
Lewis, Jari	1391 Jamison Road Havana, Florida 32333	627-0919	F	B	Parent	Election
McClurkin, Willie D.	27001 Blue Star Memorial Hwy Havana, Florida 32333	875-1580	F	B	Counselor	Election
Miller, Willie Dawkins	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Counselor	Election
Mills, Pamela	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Perkins, LaKysha	27001 Blue Star Memorial Hwy Havana, Florida 32333	933-3316	F	B	Parent	Election
Pouncey, Maria	315 North Key Street Quincy, Florida 32351	875-3806	F	L	District Representative	Election
Randolph, Patricia	3397 Bainbridge Highway Quincy, Florida 32352	875-3376	F	B	Parent	Election
Saenz, Debbie	2490 Fantana Trail Quincy, Florida 32351	627-3642	F	W	Parent	Election

Sapp, Emanuel	821 2nd Street Quincy, Florida 32351	627-8897	M	B	Parent	Election
Saunders, Byron	200 Brunson Road Quincy, Florida 32351	875-2064	M	W	Parent	Election
Sherman, Tammy	27001 Blue Star Memorial Hwy Havana, Florida 32333	662-2300	F	B	Teacher	Election
Showers, Jerome	6933Havana Highway Havana, Florida 32333	539-5736	M	B	Faith-based	Election
Showers, Tynease	6933 Havana Highway Havana, Florida 32333	539-3740	F	B	Business	Election
Tribue, Rosemary	628 South 9th Street Quincy, Florida 32351	875-2953	F	B	Community	Election

Gadsden County

School Advisory Council Membership Roster

School Year 2013-2014

School: James A. Shanks Middle School Telephone # (850) 875-8737

Principal's Signature J. Ellis /dw **Date** 10/16/13

Sac Chairperson's Signature Janey DuPont-Butler **Date** 10/16/13

Name	Address	Phone#	Sex	Race	Position	Method of Selection *
Juanita Ellis	1400 King Street Quincy, Florida	875-8737	F	B	Principal	
Janey Dupont-Butler	P.O. Box 60 Quincy, FL 32351	875-9583	F	B	SAC Chair	Elected
Christina Robinson	320 David Thomas Ln.	509-9028	F	B	Parent	Elected
Sherika Butler-Fields	335 Goldwire Rd. Quincy, FL 32351	274-8451	M	B	Parent	Elected
Sylvester Henderson	811 7th Street Quincy, Fl 32351	627-1117	M	B	Community	Elected
Bill Stinson	5800 Old Federal Rd. Quincy, FL 32351	875-4803	M	W	Community	Elected
Eugenia Combs	P. O. Box 382 Quincy, FL 32351	627-2643	F	B	Teacher	Elected
Fabiola Garcia	315 N. Key Street Quincy, FL 32351	875-3806	F	H	Community	Elected
Martha Beavers	45 Oak Grove Lane Quincy, FL 32351	627-2752	F	B	Staff	Elected
Kimberly McNeal	495 Spooner Rd. Quincy, FL 32351	408-4525	F	B	Parent	Elected
Coswellyn Woods	165 Cypress Circle Quincy, FL 32351	442-4982	F	B	Parent	Elected
Shirley Commodore	3337 Little Zion Rd. Sneads, FL	592-8768	F	B	Teacher	Elected
Rosita Ali	2510 Elliott St. Tallahassee, FL 32304	545-2779	F	B	Staff	Elected
Tawanda Scott	1625 Rustling Pine Blv Midway, FL 32343	320-4149	F	B	School	Elected
Mary Sue Phillips	724 Tolar White Rd. Quincy, FL 32351	442-4777	F	W	Parent	Elected
Doris Eleno Mensivas	4211 FlatCreek Rd. Chattahoochee,FL	442-4929	F	H	Parent	Elected

Gadsden County

School Advisory Council Membership Roster

School Year 2013-2014

School: James A. Shanks Middle School Telephone # (850) 875-8737

Principal's Signature J. Ellis /dr **Date** 10/16/13

Sac Chairperson's Signature [signature] **Date** 10/16/13

Name	Address	Phone#	Sex	Race	Position	Method of Selection *
Kelvin & Sophie Jackson	111 N. Charles Willis Dr. Midway, Fl 32343	868-1305 868-1306	M/F	B	Parent	Elected
Gekettia Harris	122 N. Cleveland St. Quincy, Fl 32351	567-5779	F	B	Parent	Elected
Charise Thomas	855 Porter Mitchell Rd.	875-1304	F	B	Parent	Elected
Barbara McCall	167 McCall Ln. Quincy, Fl 32352	627-8760	F	B	Parent	Elected
Kendra Henderson	P.O. Box 1376 Quincy, Fl 32351	363-0297	F	B	Parent	Elected
Genelza Butler	76 Charlie Harris Loop	363-5273	F	B	Parent	Elected
Josephine Pace	1160 St. Hebron Rd. Quincy, Fl 32352	627-6854 272-3938	F	B	Parent	Elected
Ni'Jah Johnson	495 Spooner Rd. Quincy, fl 32351	875-8737	F	B	Parent	Elected
Debra Outley	112 Serenity Ln. Quincy, Fl 32351	556-6233 245-8794	F	B	Parent	Elected
James Jinls	156 Jack Scott Rd. Quincy, Fl 32352	491-3116 627-0198	M	B	Parent	Elected
Wander Mason	57 Russ Ln. Quincy, Fl 32352	274-4654	F	B	Parent	Elected
Ronald Jones	1821 McKelvy St. Quincy, Fl 32351	364-3153 320-2298	M	B	Community	Elected
William McMillian	341 McMillian Rd. Bainbridge, Ga 39219	688-2830	M	B	Parent	Elected

School Advisory Council State Status & Membership Roster

School Year 2013-2014 **School** St John Elementary

Telephone # 850-627-3442

Principal Signature _____ **Date** 9/25/13

SAC Chairperson's Signature Queen Thomas **Date** 9/25/13

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Queen Thomas	698 Mt. Hosea Church Rd. Quincy, FL 32352	850-627-3222	F	B	Chair	Peers
Maurice Stokes	310 Charles Willis Dr. Midway, FL	850-322-3852	M	B	Principal	Appointed
Latonya Rollinson	31 Robinson Dr. Quincy, FL 32352	850-510-9106	F	B	Teacher	Peers
Loretta Roberts	122 Ponderosa Lane Midway, FL 32343	850-980-7740	F	B	Teacher	Peers
Andrea Daniels	25 Vencent Drive E. Midway, FL 32343	850-570-1239	F	B	Teacher	Peers
Katherine Dallas	4463 Bainbridge Hwy Quincy, FL 32352	850-643-7821	F	W	Teacher	Peers
Esmerelda Velasco	4630 Glory Rd. Quincy, FL 32352	850-264-4472	F	H	Parent	Peers
Markey Rivers	366 St Hebron Rd. Quincy, FL 32352	850-980-5137	M	B	Parent	Peers
Sharee Brown	316 Line Street Chattahoochee, FL 32324	850-663-4123	F	B	Parent	Peers
Gwendolyn Forhand	318 Dusty House Rd. Quincy, FL 32352	850-627-3116	F	B	Parent	Peers
Angela Canty	395 Bainbridge Hwy Quincy, FL 32352	850-508-4471	F	B	Community	Peers
Denorice Dillard	74 David Thomas LN Quincy, FL 32352	850-662-1110	F	B	Parent	Peers
Delores Fields	151 Walker Rd. Quincy, FL 32352	850-508-4233	F	B	Support Staff	Peers

Gadsden County

School Advisory Council Membership Roster

School: Gretna Elementary

School Year: 2013-2014

Telephone Number: 856-5249

Principal's Signature: Micheal D. Franklin Date: 11/05/2013

SAC Chairperson's Signature: Date: 11/05/2013

Name	Address	Telephone Number	Sex	Race	Position	Method of Selection
Micheal Franklin	706 Martin Luther King Jr. Blvd. Gretna, Florida 32332	856-5249	M	B	Principal	Appointed
LaRonda Lee	706 Martin Luther King Jr. Blvd. Gretna, FL 32332	856-5249	F	B	Assistant Principal	Appointed
Mary D. Kelly	200 Jackson Lane Gretna, FL 32332	856-5298	F	B	Parent	Elected
Lacissa Jackson	715 Martin Luther King Jr. Blvd. Gretna, FL 32332	559-8345	F	B	Parent	Elected
Sharicka Reed	33 Church Street Gretna, FL 32332	566-5105	F	B	Parent	Elected
Nelly Chona	230 Gray Road Quincy, FL 32351	408-0456	F	H	Parent	Elected
Maribel Chona	230 Grady Road Quincy, FL 32351	408-0456	F	H	Parent	Elected
LaQuanda Bright Brown **(Chairperson)**	155 Dawkins Coop Road Chattahoochee, FL 32324	856-8243 274-3377	F	B	Parent	Elected
Shonda O'Neal	P.O. Box 1015 Gretna, FL	868-0631	F	B	Parent	Elected
Lorena Lopez	P. O. Box 854 Gretna, FL 32332	856-5117	F	H	Parent	Elected

Jera Francis	725 Martin Luther King Jr. Blvd. Gretna, FL 32332	661-1911	F	B	Parent	Elected
Blossie McCloud	103 M&M Lane Quincy, FL 32351	875-3654	F	B	Teacher	Elected
Sonja Wilson Lewis	420 Shiloh Road Quincy, FL 32351	868-0964	F	B	Reading Coach	Elected
Ida Hughes	78 Lanier Drive Gretna, FL 32332	980-3800	F	B	School Secretary	Elected
Maurine Knight	P.O. Box 57 Quincy, FL 32353	627-8952	F	B	Media Specialist	Elected
Roy Moore	18680 Blue Star Highway Quincy, FL 32351	627-2222	M	B	Business	Elected
Willie Fagg	59 Hester Lane Gretna, FL 32332	856-5334	M	B	Community	Elected
Annette Baker	191 Earnest Barkley Street Gretna, FL 32332	510-3438	F	B	Parent	Elected
Shamila Murphy	33 Church Street, Apt. 37 Gretna, FL 32332	273-2023	F	B	Parent	Elected
Lilian Aragon	1638 Mt. Pleasant Road Quincy, FL 32351	895-6215	F	H	Parent	Elected
Ericka Bostick	43 Dogwood Drive Gretna, FL 32332	228-7160	F	B	Parent	Elected
Lorena Lopez	P.O. Box 854 Gretna, FL 32332	856-5117	F	H	Parent	Elected
Jasmine Shaw	457 Williams St. Gretna, FL 32332	856-5067	F	B	Parent	Elected
Shantisha Hobbs	439 Williams St. Gretna, FL 32332	856-8012	F	B	Parent	Elected
Lacissa Jackson	715 MLK Blvd. Gretna, FL 32332	274-1206	F	B	Parent	Elected
Jera Francis	715 MLK Blvd. Gretna, FL 32332	559-8345	M	B	Parent	Elected
William Harris	405 Strong Rd. 103- C Quincy, FL 32351	524-5097	M	B	Parent	Elected

Omesha Murphy	405 Strong Rd. 103- C Quincy, FL 32351	627-4316	F	B	Parent	Elected
Pamela Kelly	405 William St. Gretna, FL 32332	None	F	B	Parent	Elected
Cornelius McGlockton	701 Martin Luther King Jr. Blvd. Midway, FL 32343	274-4622	M	B	Parent	Elected
Shonda O'Neal	155 Little Mexico Lane Gretna, FL 32332	868-0631	F	B	Parent	Elected
Runella Williams	P.O. Box 250 Gretna, FL 32332	856-9091	F	B	Parent	Elected
Lesia Oliver	7977 Hardaway Highway Quincy, FL 32351	856-5481	F	B	Parent	Elected
Letitia Hall	35 Smith Circle #22 Gretna, FL 32332	694-4279	F	B	Parent	Elected
Jera Francis	725 MLK BLVD. Gretna, FL 32332	661-1911	F	B	Parent	Elected
Elizabeth Zacarias	113 Smith Circle Gretna, FL 32332	264-1406	F	H	Parent	Elected

Faculty and Staff: 5 Business & Community: 2 Parents: 29 Total: 30

Parents, Business & Community: 70%

School Advisory Council Membership Roster

School Year 2013-2014 School Chattahoochee Elementary
Telephone # 850-662-2080
Principal Signature Valencia Denson Date 11/5/13
SAC Chairperson's Signature Tameika Carter Date 11/5/13

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Valencia Denson	66 Roosevelt Drive Midway, Fl 32343	850-662-2080	F	B	Principal	Vote
Emma Barnes	342 Lincoln Drive Chattahoochee Fl. 32324	850-662-2080	F	B	Parent	Vote
Cheryl Jackson	414 West St. Chattahoochee Fl. 32324	850-663-4515	F	B	SAC Vice Chairperson	Vote
Crystal Oliver	424 Line St. K-4 Chattahoochee Fl.32324	850-557-4272	F	B	Parent	Vote
Shymekia Dixon	270 McMillan Road Chattahoochee Fl. 32324	850-688-3120	F	B	Parent	Vote
Linda Henley	11 East St. Chattahoochee Fl. 32324	850-663-2692	F	W	Parent	Vote
Verna White	62 Bellamy Rd Chattahoochee, Fl 32324	850-663-5195	F	B	Parent	Vote
Tameika Carter	1215 Griffin St. Chattahoochee Fl. 32324	850-663-3377	F	B	SAC Chairperson	Vote
Porche Chavers	P.O. Box 142 Attapulgus GA. 39815	229-416-7151	F	B	Teacher	Vote
Patricia Harris	2015 Hardaway 2 Chattahoochee, Fl 32324	850-856-8493	F	W	Parent	Vote
Nicole Dixon	3369 A Trafalgar Square Tallahassee Fl. 32301	850-662-2080	F	B	Teacher	Vote
David Murray II	613 Zion St. Chattahoochee Fl. 32324	850-294-5624	M	B	Parent	Vote
Devetreana Murray	105 Bay Street Chattahoochee Fl.32324	850-570-7436	F	B	Parent	Vote
Arlena Chambers	412 Liberia Street Chattahoochee Fl. 32324	850-508-8410	F	B	Parent	Vote
Isidora Mendoza	159 Smith Lane Chattahoochee, Fl 32324	850-663-2142	F	H	Parent	Vote
Brittney Wade	980 Lincoln Drive Chattahoochee, Fl 32324	850-363-8222	F	B	Secretary	Vote
Shonta Jones	106 South Oak Rd Chattahoochee, Fl 32324	850-495-3848	F	B	Parent	Vote
Shirley Kennedy	912 Bethel Street Chattahoochee, Fl 32324	850-663-4860	F	B	Parent	Vote
Steven Elder	508 Carracass Street Chattahoochee, Fl 32324	850-597-6610	M	B	Parent	Vote
Earthy Lightfoot	2080 Aspalaga Rd Quincy, Fl 32351	850-408-7737	F	B	Parent	Vote
Greg Downing	335 Maple Street Chattahoochee, fl 32324	850-264-4142	M	B	Community Leader	Vote

School Advisory Council Membership Roster

School Year: 2013-2014 **School:** Havana Elementary School
Telephone #: (850)662-2670
Principal Signature _____ **Date** 9-20-13
SAC Chairperson's Signature _____ **Date** 9-20-13

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Erica Caeasar	33870 Blue Star Hwy Apt. 901 Midway Fl, 32343	(850) 688-6812	F	B	Parent	Peer Elect
Alica Hudson	138 Browning Lane Havana Fl, 32333	(850)539-3242 (850)728-3691	F	B	Treasurer	Peer Elect
Regina Jordan	211 SE 4th St. Apt. 211 Havana Fl, 32333	(850)212-4561 (850)320-4988	F	B	Parent	Peer Elect
Camille Knight	315 Knight Rd. Midway Fl, 32343	(850)251-5460	F	B	Parent	Peer Elect
Lesile Morales	738 Gibson Rd Havana Fl, 32333	(850)743-9339	F	H	Parent	Peer Elect
Candice Reed – News	236 5th SW St. Havana Fl, 32333	(334)718-3449	F	W	Parent	Peer Elect
Juanita Price	65 Silver Hill Rd. Midway Fl, 32343	(850)287-1571	F	B	Parent	Peer Elect
Michael Simmons	103 Azeaka Trail Havana FL, 32333	(850)210-6974	F	B	Comm Men	Peer Elect
Christal Smith	70 Hidden Lake Rd. Havana Fl, 32333	(850) 228-4043	F	B	Parent	Peer Elect
Charise Thomas	855 Porter Mitchell Rd. Quincy Fl, 32351	(850)875-1304	F	B	Secretary	Peer Elect
Arnold Lynn Wimber	305 West 10th Ave. Havana Fl, 32333	(850)933-5131	M	W	Parent	Peer Elect
~~LaShaunda~~ Clark LaShanna	~~495~~ 1995 Havana Highway, Havana, Florid 32333	(850) 570-2862	F	B	President	Peer Elect
Trina Richardson	P.O. Box 37182, Tallahassee, Fl 32315	(850) 443-4022	F	B	Vice Preside	Vice President
Melissa L'Amoreaux	50 Imani Circle, Midway, Florida 323	(850) 519-4384	F	W	Parent	Peer Elect
Lillian Johnson	2350 Kemp Road, Havana, Florida 32	(850) 539-5970	F	B	Comm Men	Peer Elect
Lezanne & Deandre Showers	190 Deer Creek Road, Havana, Florid 32333	(850) 539-3594	F/M	B	Parents	Peer Elect
Willie A. Jackson	107 S. Love St., Quincy, FL 32351	(850) 662-1368	M	B	Principal	Appointed

"Working together will equal success for your child, my student, and their future in carrying out the vision and mission of Havana Elementary School"

Submit To: Gadsden County Schools Parent Services / (850) 627-9651 ext. 1252

School Advisory Council Membership Roster

School Year 2013-2014 **School** Havana Middle School
Telephone # 850-662-2750
Principal Signature _____ **Date** 10/17/13
SAC Chairperson's Signature LaShonna Clark **Date** 10/17/13

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Angela Hayes	911 S.E. 1st Street Havana, Florida 32333	850-539-9152	F	B	PARENT Member	Peer Election
Colus Moore	690 McNair Road Havana, Florida 32333	850-539-6483	M	B	PARENT Member	Peer Election
Letitia Moore	690 McNair Road Havana, Florida 32333	850-539-0841	F	B	PARENT Member	Peer Election
Jayeonte Brooks	1010 Basin Street J233 Tallahassee, Florida 32304	954-558-5861	M	B	PARENT Member	Peer Election
Shanqueria Cloud	982 W. Brevard Street A23 Tallahassee, Florida 32304	321-549-1301	F	B	TEACHER Member	Peer Election
Romelda Charlton	135 Turkey Run Lane Havana, Florida 32333	850-539-1580	F	B	PARENT Member	Peer Election
Kimberly Grant	4434 Gearhart Road 3401 Tallahassee, Florida 32301	850-590-6844	F	B	TEACHER Member	Peer Election
Pamela Bryant	611 S. 11th Street Quincy, Florida 32351	850-228-6256	F	B	PARENT Member	Peer Election
Cheryl Peterson	137 Charles Willis Drive Midway, Florida 32343	850-273-9119	F	B	TEACHER Member	Peer Election
Aqueelah Faison	91 SW 4th Street Havana, Florida 32333	850-539-0612	F	B	TEACHER Member	Peer Election
Karen Holton-Hall	318 Wayne Gregory Road Havana, Florida 32333	850-508-4100	F	B	PARENT Member	Peer Election
Felicia Forrest	186 N. Charles Willis Drive Midway, Florida 32343	850-339-9499	F	B	PARENT Member	Peer Election
Kameelah Weeks	775 California Street Tallahassee, Florida 32304	850-284-2820	F	B	TEACHER Member	Peer Election
Heather Sackwitz	51 High Bluff Ct. Midway, Florida 32343	850-372-3149	F	W	PARENT Member	Peer Election
Delshuana Jackson	3056 Bidhurst Court Tallahassee, Florida 32317	850-510-7547	F	B	Principal	Peer Election
LaShonna Clark	7995 Havana Highway Havana, Florida 32333	850-570-2862	F	B	Chairperson	Peer Election

Gadsden County
School Advisory Council
Membership Roster

School Year: 2013/2014

School: West Gadsden High School **Telephone #:** (850) 442-9500

Principal's Signature Ida Walker **Date** 10/18/13

SAC Chairperson's Signature Anitra L Daniels **Date** 10/18/13

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Anitra Daniels	1223 Hill Street Quincy, 32351	(850) 339-9623	F	B	Chairperson Parent	Peer
Mary E. Jakcson	19 Atsco Street Quincy, FL 32351	(850) 875-1099	F	B	Treasure Parent	Peer
Julia Gammon	867 Howell Road Quincy, FL 32352	(850) 856-9777	F	B	Parent	Peer
Ceclia Madry	P.O. Box 1451 Quincy, FL 32353	(850) 559-7942	F	F	Teacher	Peer
Jasmine Sailor	629 Shiloh Road Quincy, FL 32351	(850) 662-1012	F	F	Teacher	Peer
Tonya Reese	22 Thomas Avenue Gretna, FL 32332	(850) 933-1029	F	F	Parent	Peer
Liza O'Neal	905 Hinson Circle Havana, FL	(850) 539-8861	F	H	Parent	Peer
Nancy Serria	338 Jackson Street Greensboro, FL	(850) 442-4966	F	H	Parent	Peer
Hollie Dwyer	200 Providence Road Quincy, FL 32351	(213) 820-1066	F	B	Community	Peer
Jahmenia Ellis	19 Atsco Street Quincy, FL 32351	(850) 875-1099	F	B	Student	Peer
Sameteria Shaw	1223 Hill Street Quincy, 32351	(850) 339-9623	F	B	Student	Peer
Dr. Ida Walker	160 Red Bird Road Quincy, FL 32351	(850) 442-9500	F	B	Principal	Peer
Kenya Williams	669 Gregory Street Chattahoochee, FL 32324	(850) 663-2214	F	B	Parent	Peer
Deputy Dennis Jones	16064 SE Houston Street Blountstown, FL 32424	(850) 545-3357	M	B	Community	Peer
Jonathan Wilson	2316 Brynmahr Drive Tallahassee, FL 32303	(850) 264-6092	M	B	Teacher	Peer
Rex Barr	323 Barr Road Quincy, FL 32351	(850) 442-4152	M	W	Parent	Peer

Gadsden County
School Advisory Council Membership Roster

School Year 2013-2014

School: Carter-Parramore Academy **Telephone # (850) 627-6030**

Principal's Signature Pauline Hall **Date** 10-29-13

SAC Chairperson's Signature Tony Hannah **Date** 10-29-13

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
Tony Hannah	P.O. Box 481 Quincy, FL 32353	875-2810	M	B	Chair	Elected
Lomar Barkley	P.O. Box 1726 Quincy, FL 32353	627-2151	F	B	Business	Elected
Arrie Battles	919 Hardin Street Quincy, FL 32351	570-1296	F	B	Community	Elected
Richard Lockwood	1850 St. Hebron Road Quincy, FL 32352	508-1333	M	B	Business	Elected
Norman Jackson	400 Deerwood Quincy, FL 32352	627-2794	M	B	Community	Elected
Thomas Murray	121 E. Jefferson St. Quincy, FL 32351	627-7111	M	B	Community	Elected
Lillian Wells	902 Magnolia Drive Quincy, FL 32352	627-2643	F	B	Secretary	Elected
Emanuel Sapp Vice-Chairman	P.O. Box 1308 Quincy, FL 32352	627-8897	M	B	Community Vice-Chairman	Elected
LaTrenda Goldwi	631 S. Stewart St. Quincy, FL 32351	694-2456	F	B	Community	Elected
Edna Henson	631 S. Stewart St. Quincy, FL 32351	627-6030	F	B	Faculty	Elected
Edgar Griffin	631 S. Stewart St. Quincy, FL 32351	627-6030	M	B	Behav. Spec.	Elected
Carla Wells	631 S. Stewart St. Quincy, FL 32351	627-6030	F	B	Faculty	Elected
Frances Harrell	631 S. Stewart St. Quincy, FL 32351	627-6030	F	B	Faculty	Elected
Shereka Hutley	631 S. Stewart St. Quincy, FL 32351	627-6030	F	B	Behav. Spec.	Elected

Jarrett Jones	631 S. Stewart St. Quincy, FL 32351	627-6030	M	B	Parent Serv.	Elected
Rose Raynak	35 MLK Blvd. Quincy, FL 32351	627-9651	F		District Res.	Elected
Donna Wright	911 S. Warren St. Quincy, FL 32351	627-0772	F	B	Parent	Elected
Catherine Frye	200 Wilson Road Quincy, FL 32352	875-4175	F	B	Parent	Elected
Linda Gonzalez	East River Road, #17A Quincy, FL 32351	294-9360	F	H	Parent	Elected
Patricia Huter	195 Albert Shepard Quincy, FL 32351	544-8135	F	W	Parent	Elected
Wayne Moore	264 Luther Road Quincy, FL 32351	875-2687	M	B	Parent	Elected
Amy Walker	861 Howell Road Quincy, FL 32351	559-6994	F	B	Parent	Elected
Loreine Paul	330 Frank Jackson Rd. Quincy, FL 32351	627-3559	F	B	Parent	Elected
Staci Jacobs	1616 Smith Street Quincy, FL 32351	567-4274	F	B	Parent	Elected
Mirna Barrios	3577 Flat Creek Quincy, FL 32351	524-4031	F	H	Parent	Elected
Sonja Pruitt	64 N. Cleveland #2311 Quincy, FL 32351	491-3463	F	B	Parent	Elected
Julia Jackson	64 N. Cleveland #1304 Quincy, FL 32351	519-4826	F	B	Parent	Elected
Tosha Williams	204 BW Roberts St. Quincy, FL 32351	264-1468	F	B	Parent	Elected
Doris Jackson	56 David Thomas Lane Quincy, FL 32351	662-1638	F	B	Parent	Elected
Ulysses Green	555 Goldwire Road Quincy, FL 32351	627-2548	M	B	Parent	Elected
Pauline West	631 S. Stewart Street Quincy, FL 32351	627-6030	F	B	Principal	Elected

Gadsden County
School Advisory Council Membership Roster

School Year 2013-2014

Greensboro Elementary School Telephone # 442-6327

Principal's Signature Stephen Pitts Date 10-19-2013

SAC Chairperson's Signature Melissa Pride Date 10-16-2013

Name	Address	Phone #	Sex	Race	Position	Method of Selection
Paula Avalos	183 Juniper Rd, Greensboro Fl, 32330	442-4460	F	H	Parent	Elected
Shakelia Epps	733 Hanna Mill Rd Quincy, Fl, 32351	491-3620	F	B	Parent	Elected
Paul Matthews	119 Portia ln. Quincy Fl, 32353	519-8487	M	B	Parent	Elected
Monica Grimaldo	155 Penny Kever Ln Greensboro Fl 32330	491-1868	F	H	Parent	Elected
Elvia Vargas	PO Box 540 Greensboro, Fl 32330	442-4557	F	H	Parent	Elected
Jennifer Rodriquez	187 Juniper Rd Greensboro, Fl 32330	442-6281	F	W	Parent	Elected
Mary Hudgins	2168 Lakeview Point Rd, Quincy Fl, 32351	743-9414	F	H	Parent	Elected
Melissa Pride	PO 292 Greensboro, FL 32330	508-5610	F	W	Chairperson	Elected
Stephen Pitts	559 Greensboro Hwy Quincy, Fl 32351	442-6327	M	W	Principal	assigned
Sandra Joseph	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	F	B	Teacher	~~assigned~~ Elected
Gloria Castenada	559 Greensboro, Hwy, Quincy, Fl, 32351	442-6327	F	H	Teacher	~~assigned~~ Elected
Kathryn Pouncey	35 Martin Luther King Jr. Quincy, Fl 32351	627-9651	F	H	District Support	assigned
Buddy Pitts	P.O Box 226 Greensboro, Fl,32330	442-4488	M	W	Business Partner	assigned
Sycamore Methodist Church Sharon Bentley	3246 Sycamore Rd. Quincy, Florida 32351	442-4543	M	W	Business Partner	assigned
Greensboro United Methodist Church Patsy Pitts	PO Box 226 Greensboro, FL 32330	442-4488	F	W	Business Partner	assigned
Miracle Temple Church of God Shirley Walker	PO BOX 477 Gretna, Florida 32332	856-9211	F	B	Business Partner	assigned

Revised

Gadsden County
School Advisory Council Membership Roster

School Year 2013-2014

School: Stewart Street Elementary School Telephone #: (850) 627-3145

Principal's Signature: Lisa Robinson Date: 10/31/13

SAC Chairperson's Signature: Dorothy S Thomas Date: 10/30/13

Name	Address	Phone #	Sex	Race	Position	Method of Selection*
LISA ROBINSON	749 S. STEWART ST., QUINCY, FL 32351	627-3145	F	B	PRINCIPAL	VOTE
DOROTHY THOMAS	586 SHILOH RD	510-8693	F	B	SAC CHAIR	VOTE
CARLOS REDDING	15 S. SLAPPEY ST. QUINCY, FL 32351	559-1596	M	B	PARENT LIAISON	VOTE
SANDRA WOODS	209 CLAY ST., QUINCY, FL 32351	875-1777	F	B	VICE CHAIR/COMMUNITY LEADER	VOTE
BARBARA SCONIERS	108 W. CLARK ST., QUINCY, FL 32351	363-4751	F	B	PARENT	VOTE
HENRY AUSTIN	1416 CANE CREEK RD., QUINCY, FL 32351	875-1925	M	B	PARENT	VOTE
ALTAGRACIA MANZANAREZ	3750 HIGHBRIDGE RD., QUINCY, FL 32351	631-2548	M	H	PARENT	VOTE
SUE WOODALL	541 N CHARLES WILLIS, MIDWAY, FL32343	284-7580	F	B	PARENT	VOTE
BOBBIE BURNS	635 STEONG RD APT 72, QUINCY, FL 32351	510-8632	F	B	PARENT	VOTE
SIMONE SMITH	206 DAVIS ST., QUINCY, FL 32351	405-1464	F	B	PARENT	VOTE
TERESA WILLIAMS	550 SLASH CIR., MIDWAY, FL 32343	274-0541	F	B	PARENT	VOTE
MARIA TORRES	P.O. BOX 706 GRETNA, FL	556-6172	F	H	PARENT	VOTE
SHONDA PRUITT	749 S STEWART ST, QUINCY, FL 32351	627-3145	F	B	TEACHER	VOTE
GRACIE POWELL-JONES	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	B	TEACHER	VOTE
MAYA ROZIER	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	B	TEACHER	VOTE
MONEEK WALKER	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	B	TEACHER	VOTE
KAREN TOUSSAINT	749 S STEWART ST., QUINCY, FL 32351	627-3145	F	W	TEACHER	VOTE

School Advisory Council Membership Roster

School Year: 2013-2014 **School**: George W. Munroe Elementary **Telephone**: (850) 875-8805

Principal Signature: _____ **Date**: 10/15/13

SAC Chairperson's Signature: _____ **Date**: 10/15/13

NAME	ADDRESS	PHONE#	SEX	RACE	POSITION	METHOD OF SELECTION
Erica Starling	1830 W. King Street Quincy, FL 32351	850.875.8800	F	B	Principal	Administrator
Parish Williams	1830 W. King Street Quincy, FL 32351	850.875.8800	M	B	Asst. Principal	Administrator
Germaine Brown	1830 W. King Street Quincy, FL 32351	850.875.8800	F	B	Reading Co/Vice Chair	Peer
Anthony Clum	1830 W. King Street Quincy, FL 32351	850.875.8800	M	W	Science Co/Treasurer	Peer
Lalita Slater	1830 W. King Street Quincy, FL 32351	850.875.8800	F	H	Counselor	Peer
Shunteen Cineus	1830 W. King Street Quincy, FL 32351	850.875.8800	F	B	Teacher/Secretary	Peer
Tyrone Shorter	1830 W. King Street Quincy, FL 32351	850.875.8800	F	B	Teacher	Peer
Shannon Williams	1830 W. King Street Quincy, FL 32351	850.875.8800	M	B	Teacher/Reporter	Peer
Samantha Campbell	608 Woodland Ave Quincy, FL 32351	850.875.8800	F	B	Parent	Peer
Ashley Marshall	2951 Lakeview Pt Rd Quincy, FL 32351	850.363.8954	F	B	Parent	Peer
Daniel Salazar	756 Sikes st. Quincy, FL 32351	850. 566.5835	M	H	Parent	Peer
Kendra Henderson	809 2nd Street Quincy, FL 32351	850.627.9414	F	B	Parent	Peer
Melissa Prado	1830 W. King Street Quincy, FL 32351	850.875.8800	F	H	Parent	Peer
Brittancia Wilson	64 N. Cleveland Street Apt # 1120 Quincy, FL 32351	850.627.7979	F	B	Parent	Peer
Karen Kenon	813 Magnolia Drive Quincy, FL 32351	850.590.2425	F	B	Parent	Peer
Lucia Felipe	1333 E. Jefferson Street Apt# 18 Quincy, FL 32351	850.509.9940	F	H	Parent	Peer
Marvin Evans	194 Hilltop Drive Midway, FL 32343	850.575.0403	M	B	Parent/Chair	Peer
Stacey Hanningon	216 S. Jackson Street Quincy, FL 32351	850.321.5148	F	B	Parent	Peer
Shaun Robinson	P.O. Box 2133 Quincy, FL 32351	850.875.2059	F	B	Parent	Peer
Tanya Evans	194 Hilltop Drive Midway, FL 32343	850.575.0403	F	W	Parent	Peer
Shital Patel	64 N. Cleveland Street Apt. #1107 Quincy, FL 32351	813.300.7783	F	H	Parent	Peer
Attaway Holloman	100 Bradley Court Quincy, FL 32352	850.856.9089	M	B	Community Rep.	Peer
Alvin Bell	1200 Glory Road Gretna, FL 32332	850.856.9089	M	B	Community Rep.	Peer
Sadrick Winbush	P.O. Box 393 Gretna, FL 32332	850.408.1037	M	B	Volunteer	Peer