AGENDA

REGULAR SCHOOL BOARD MEETING

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

September 23, 2025

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

- 1. CALL TO ORDER
- 2. OPENING PRAYER
- 3. PLEDGE OF ALLEGIANCE
- 4. RECOGNITIONS
- 5. CITIZEN COMMENTS AND CONCERNS

ITEMS FOR CONSENT

- 6. REVIEW OF MINUTES SEE ATTACHMENT
 - a. July 24, 2025, 6:00 p.m. Special School Board Meeting
 - b. August 5, 2025, 5:30 p.m. Tentative Budget Hearing
 - c. August 26, 2025, 4:30 p.m. School Board Financial Workshop
 - d. August 26, 2025, 6:00 p.m. Regular School Board Meeting ACTION REQUESTED: The Superintendent recommends approval.
- 7. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions)
 - a. Personnel 2025 2026 **SEE PAGE #3**

ACTION REQUESTED: The Superintendent recommends approval.

- 8. AGREEMENTS/CONTRACT/PROJECT APPLICATIONS
 - a. Audit Internal School Accounts SEE PAGE #7

Fund Source: General Fund

Amount: \$75,000 (\$25,000 per year)

ACTION REQUESTED: The Superintendent recommends approval.

b. TOP-2 Gadsden County School District (GCSD) – SEE PAGE #24

Fund Source: N/A Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

c. Florida Postsecondary Comprehensive Transition Program - SEE PAGE #58

Fund Source: Florida Center for Students with Unique Abilities Grant

Amount: \$300,000.00

ACTION REQUESTED: The Superintendent recommends approval.

d. Discretionary One-half Cent Capital Outlay Surtax Ballot Resolution - SEE PAGE #75

Fund Source: N/A Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. STUDENT MATTERS

a. Student Expulsion – See back-up material

Case #006-2526-0231

ACTION REQUESTED: The Superintendent recommends approval.

b. Student Expulsion – See back-up material

Case #007-2526-0231

ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ITEMS

a. District K-12 Comprehensive Evidence-Based Reading Plan – SEE PAGE #82

Fund Source: N/A Amount: N/A

ACTION REQUETED: The Superintendent recommends approval.

b. Student Code of Conduct Amendment – Section VI: Extracurricular Activities – SEE PAGE #142

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 GADSDEN COUNTY SCHOOL DISTRICT

Educating Every Student Today, Making Gadsden Stronger Tomorrow

Elijah Key, Superintendent of Schools

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

www.GadsdenSchools.org

September 23, 2025

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 7A Instructional and Non-Instructional Personnel 2025-2026

The following reflects the total number of full-time employees in this school district for the 2025-2026 school term, as of September 23, 2025.

	DOE	#Employees
Description Per DOE Classification	Object#	September 2025
Classroom Teachers and Other Certified	120 & 130	283.00
Administrators	110	56.00
Non-Instructional	150, 160, & 170	342.00
		681.00
Part Time Instructional		2.00
Part Time Non-Instructional		4.00
Total		6.00
100% Grant Funded		163.00
Split Grant Funded		24.00
Total Grant Funded of 681 Employees		187.00

Number of Instructional Vacancies: 22

Sincerely,

Elijah Key, Jr

Superintendent of Schools

AGENDA ITEM 7A INSTRUCTIONAL AND NON-INSTRUCTIONAL 2025/2026

NON-INSTRUCTIONAL REAPPOINTMENT- ANNUAL (NA)

Henderson, Melvin

INSTRUCTIONAL

<u>Name</u>	Location	<u>Position</u>	Effective Date
Akaadom, Ebenezer	WGMS	Teacher	09/02/2025
Donaldson, Nekittrae	JASMS	Teacher	08/01/2025
Hatcher, Terry	HMS	Teacher	08/25/2025
Larkins, Ayanna	HMS	School Counselor	08/26/2025
Obeng, Derrick	WGMS	Teacher	09/02/2025
Therrien, Justine	HMS	Teacher	08/25/2025

NON INSTRUCTIONAL

Name_	Location	Position	Effective Date
Hopkins, Kysha	District/Professional Learning	Director of Professional Learning	09/02/2025
Johnson, Whitney	GWM	Educational Paraprofessional	08/11/2025
Pride, Latasha	District/Academic Services	Program Specialist	09/02/2025
Robinson, Maurice	GBES	School Food Service Worker	09/09/2025
Woods, Stanselus	SSES	School Food Service Worker	09/10/2025

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT: $\underline{\mathsf{LEAVE}}$

Name Location/Position Reginning Date End Da				
Manie Docation/I ostdon Deginning Date	Name	Beginning Date	Location/Position	End Date

RESIGNATION

Name	Location	Position	Effective Date
Andreo-Garcia, Brenda	GBES	Secretary	09/12/2025
Baker, Annette	District/ESE	Teacher	09/05/2025
Carroll, Taylor	GCHS	Teacher	09/12/2025
Causey, Brenda	Transportation	Bus Driver	08/07/2025
Davis, Torrey	GBES	Teacher	09/05/2025
Donaldson, Nekittrae*	JASMS	Educational Paraprofessional	07/31/2025
Ellington, Russell	GCHS	Coord of Health & Drug Free Athletics	8 08/22/2025
Gordon, Robert	Safety Office	School Safety Guardian	08/15/2025
Hatcher, Terry*	HMS	Educational Paraprofessional	08/22/2025
Haywood, Jahiya	JASMS	Educational Paraprofessional	09/05/2025
Jackson, Amara	GWM	Educational Paraprofessional	09/05/2025
Mathews, Paul	WGMS	Educational Paraprofessional	08/15/2025
Matos, Gloria	GBES	Teacher	09/15/2025
Moye, Dianeatha	GWM	Custodial Assistant	08/29/2025
Pride, Latasha*	GEMS	Teacher	08/29/2025
Thomas, Tarmeka	GWM	Educational Paraprofessional	09/02/2025
Timmons, Erika	SSES	Educational Paraprofessional	08/13/2025
Wade, James	GCHS	Attendance Assistant	09/19/2025

^{*}Resigned to accept another position within the District

TRANSFERS	Location/Position	Location/Position	
Name	Transferring From	Transferring To	Effective Date
Knight, Joyce	SSES/ESE Self Help Assistant	JASMS/ESE Self Help Assistant	08/01/2025
Rittman, Brenda	GBES/Assistant Principal	WGMS/Assistant Principal	09/09/2025
Smith, Jazzalyn	CES/ESE Self Help Assistant	GBES/ESE Self Help Assistant	08/07/2025

DROP RETIREMENT

<u>Name</u>	Location	Position	Effective Date
Allen, Sandra	GBES	Teacher	09/30/2025

RETIREMENT

<u>Name</u>	Location	Position	Effective Date
Howard, Darrell	GBES	Teacher	08/29/2025

TERMINATION

Name Location **Position Effective Date** Bus Driver Barnes, Travis 08/06/2025 Transportation 08/08/2025 Educational Paraprofessional Johnson, Victoria **CES** Johnson, Tyree Teacher GTC 07/31/2025

DEATH

NameLocationPositionEffective DateWilson, VirginiaCPASecretary09/08/2025

OUT OF FIELD

OUT OF FIELD			77.00
<u>Name</u>	Location	Area Out of Field	Effective Date
Akins, Serena	CES	Elementary Education	All Periods
Akins, Serena	CES	Reading Endorsement	All Periods
Alston, Miriam	GEMS	Reading Endorsement	All Periods
Bailey, Deborah	HMS	Reading Endorsement	All Periods
Baker, Carlicia	GWM	PK/Primary Education	All Periods
Ban, Kristin	GWM	Reading Endorsement	All Periods
Bascom, Chinita	GWM	School Counseling	All Periods
Bavose Seabra, Carla Eloiza	GEMS	Mathematics	All Periods
Black, Kacyn	GWM	Reading Endorsement	All Periods
Bradley, Terry	WGMS	Reading Endorsement	All Periods
Brinson, William	CPA	Physical Education	All Periods
Bryant, Cynthia	CES	Reading Endorsement	All Periods
Carroll, Vonkelia	GWM	Reading Endorsement	All Periods
Carter, Arlene	SSES	Reading Endorsement	All Periods
Character-Brown, Makeitha	HMS	Reading Endorsement	All Periods
Combs, Eugenia	SSES	Educational Media	All Periods
Dabady, Jean	GCA	Exceptional Student Education	All Periods
Dabady, Jean	GCA	Reading Endorsement	All Periods
Dawson, Lydia	GBES	Reading Endorsement	All Periods
Donaldson, Nekittrae	JASMS	Exceptional Student Education	All Periods
Donaldson, Nekittrae	JASMS	Reading Endorsement	All Periods
Dowdell, Shannon	SSES	Exceptional Student Education	All Periods
Epps, Kathy	SSES	Reading Endorsement	All Periods
Estelle, Randall	GCA	Exceptional Student Education	All Periods
Estelle, Randall	GCA	Reading Endorsement	All Periods
Farmer, Armoni	WGMS	English	All Periods
Farmer, Armoni	WGMS	Reading Endorsement	All Periods
Ford, Nedra	JASMS	Exceptional Student Education	All Periods
Flynn, Christine	HMS	Reading Endorsement	All Periods
Francis, Linda	SSES	Exceptional Student Education	All Periods
Franklin, Onyx	GCHS	Physical Education	All Periods
Graham, Sarah	CES	PreK/Primary Education	All Periods
Grandison, Sophia	CES	School Counseling	All Periods
Hardemon, Kaitlyn	GWM	Elementary Education	All Periods
Hardemon, Kaitlyn	GWM	Reading Endorsement	All Periods
Hendley, Natasha	GWM	Reading Endorsement	All Periods
Israel, Sarah	SSES	Elementary Education	All Periods
Jackson, Rolanda	JASMS	Physical Education	All Periods
Johnson, Carol	WGMS	Elementary Education	All Periods
Johnson, Carol	WGMS	Reading Endorsement	All Periods
Knight, Shirley	GBES	Educational Media	All Periods
Larkins, Ayanna	HMS	School Counselor	All Periods
Lewis, Jari	GWM	Reading Endorsement	All Periods
Lightfoot, Tomeka	GCHS	Reading Endorsement	All Periods
Lindsey, Jada	WGMS	Elementary Education	All Periods
McClendon, Marilyne	CES	PreK/Primary Education	All Periods
McClendon, Marilyne	CES	Reading Endorsement	All Periods
Murphy, Shendora	SSES	Reading Endorsement	All Periods
Ray, Michael	GWM	Elementary Education	All Periods
Ray, Michael	GWM	Reading Endorsement	All Periods
Rittman, Jarvis	HMS	Music	All Periods
Robinson, Andreca	HMS	Page 5 of 148 Social Science	All Periods
•		1 age J 01 170	

Schroer, Hannah	HMS	Reading Endorsement	All Periods
Segura Sanchez, Noemy	HMS	Reading Endorsement	All Periods
Spells, Jordan	JASMS	School Counseling	All Periods
Starks, Tammy	CES	Exceptional Student Education	All Periods
Stewart, Eric	HMS	Elementary Education	All Periods
Stewart, Eric	HMS	Reading Endorsement	All Periods
Tyler, Jasmine	SSES	Reading Endorsement	All Periods
Warren, Tia	HMS	Reading Endorsement	All Periods
West, Latandra	HMS	Reading Endorsement	All Periods
White, Diane	JASMS	General Science	All Periods
Williams, Sonja	GWM	Elementary Education	All Periods

SUBSTITUTES Teacher

Custodian

Baker, Annette Battles, Tyeshia Colston, Carolyn

Gammon, Shacourntey Hawk, Demarien Hobbs, Ashawntee Richardson, Matricia

Richardson, Matricia

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO	D:8a
DATE OF SCHOOL	L BOARD MEETING : 9/23/2025
TITLE OF AGEND	A ITEM: Audit - Internal School Accounts
DIVISION:	Business & Finance
This is a CO	NTINUATION of a current project, grant, etc.
PURPOSE AND SU (Type and Double S	MMARY OF ITEM: pace)
The attached	contract with James Moore is for an audit of the internal school accounts
for FY 2022-23, 202	23-24, and 2024-25. This will bring the audits for internal school accounts
current and satisfy a	audit findings from prior fiscal years. The District will re-bid these services
in the future.	
ELIND COLIDOR.	Consideration
FUND SOURCE:	General Fund
AMOUNT:	\$75,000 (\$25,000 per year)
PREPARED BY:	Marleni Bruner
POSITION:	Director of Finance
INTE	RNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER
Number of O	RIGINAL SIGNATURES NEEDED by preparer.
SUPERINTENDENT	C'S SIGNATURE: page(s) numbered
CHAIRMAN'S SIGN	NATURE: page(s) numbered



September 17, 2025

Gadsden County School Board 35 Martin Luther King Jr Boulevard Quincy, Florida 32351-4411

You have requested that we audit the financial statements of the Gadsden County School Board Internal Accounts (the Internal Accounts) as of June 30, 2023, 2024, and 2025, and for the years then ended, and the related notes to the financial statements, which collectively comprise the Internal Accounts' financial statements.

For the years identified above, we will audit the balance sheet and statement of revenues, expenditures, and changes in fund balance for the Internal Accounts based on the intended presentation of the Internal Accounts' activity as a special revenue fund in the Gadsden County School Board's (the District) financial statements.

Supplementary information other than RSI will accompany the Internal Accounts' basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and perform certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and additional procedures in accordance with GAAS. We intend to provide an opinion on whether the following supplementary information is presented fairly in all material respects in relation to the basic financial statements as a whole:

1. Combining balance sheet and/or combining schedule of revenues, expenditures, and changes in fund balance – All Schools

Audit of the Financial Statements

We will conduct our audit in accordance with U.S. GAAS and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America.

As part of an audit in accordance with U.S. GAAS and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Internal Accounts' internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Internal Accounts' ability to continue as a going concern for a reasonable period of time.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Please note that the determination of abuse is subjective and Government Auditing Standards does not require auditors to detect abuse.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any other periods.

Reporting

We will issue a written report upon completion of our audit of the Internal Accounts' financial statements. Our report will be addressed to the governing body of the Internal Accounts. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s) to our auditors' report, or if necessary, withdraw from the engagement. If our opinions on the basic financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

In accordance with the requirements of Government Auditing Standards, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

Reporting on Key Audit Matters

Management has not requested that we communicate key audit matters in our auditors' report for this fiscal year.

Significant Risks Identified

We have identified the following preliminary significant risks of material misstatement as part of our audit planning, which are being communicated to comply with auditing standards and do not represent any specific finding and/or concerns related to the audit:

- Override of internal controls by management
- Improper revenue recognition due to fraud
- Cash handling segregation of duties

Our final communication of significant risks identified will take place upon completion of our audit.

Management's Responsibilities

Our audit will be conducted on the basis that management acknowledge and understand that they have responsibility:

- 1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
- 2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error:
- 3. For identifying and providing report copies of previous audits, attestation engagements, or other studies that directly relate to the objectives of the audit, including whether related recommendations have been implemented;
- 4. For taking prompt action when instances of noncompliance are identified;
- 5. For addressing the findings and recommendations of auditors, for establishing and maintaining a process to track the status of such findings and recommendations and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
- 6. For following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
- 7. To provide us with:
 - a. Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements;
 - Additional information that we may request from management for the purpose of the audit;
 and
 - c. Unrestricted access to persons within the Internal Accounts from whom we determine it necessary to obtain audit evidence.
 - d. A written acknowledgement of all the documents that the Internal Accounts expects to issue that will be included in the annual report and the planned timing and method of issuance of that annual report; and
 - e. A final version of the annual report (including all the documents that, together, comprise the annual report) in a timely manner prior to the date of the auditors' report.
- 8. For including the auditors' report in any document containing basic financial statements that indicates that such basic financial statements have been audited by us;
- 9. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
- 10. For acceptance of nonattest services, including identifying the proper party to oversee nonattest work;
- 11. For maintaining adequate records, selecting and applying accounting principles, and safeguarding assets;
- 12. For informing us of any known or suspected fraud affecting the Internal Accounts involving management, employees with significant role in internal control and others where fraud could have a material effect on compliance;
- 13. For the accuracy and completeness of all information provided;
- 14. For taking reasonable measures to safeguard protected personally identifiable and other sensitive information;
- 15. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.

With regard to the supplementary information referred to above, if applicable, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with

the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit.

Nonattest Services

We will perform the following nonattest services: preparation of financial statements. With respect to any nonattest services we perform, we will not assume management responsibilities on behalf of the Internal Accounts. However, we will provide advice and recommendations to assist management of the Internal Accounts in performing its responsibilities. The District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual (Marleni Bruner) to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Our responsibilities and limitations of the engagement are as follows. We will perform the services in accordance with applicable professional standards. This engagement is limited to the services previously outlined. Our firm, in its sole professional judgment, reserves the right to refuse to do any procedure or take any action that could be construed as making management decisions or assuming management responsibilities, including determining account coding and approving journal entries. Our firm may advise the Internal Accounts with regard to different matters, but the Internal Accounts must make all decisions with regard to those matters.

Any nonattest services performed by us do not constitute an audit performed in accordance with Government Auditing Standards.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents or support for any other transactions we select for testing.

We do not host, are not the custodian of, and accept no responsibility for your financial and non-financial data. You acknowledge that you have sole responsibility for the storage and preservation of your financial and non-financial data.

During the course of the audit, we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

You agree to inform us of facts that may affect the financial statements of which you may become aware during the period from the date of the auditors' report to the date the financial statements are issued.

Zach Chalifour is the service leader for the audit services specified in this letter. The service leader's responsibilities include supervising the services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the reports.

Our fees for the audit of the financial statements and related services, including expenses, for each of the fiscal years included in this engagement are as follows:

Year Ending June 30,	Audit Fee
2023*	\$25,000
2024*	\$25,000
2025	\$25,000

*However, provided the fiscal year 2023 and 2024 audits are able to be performed concurrently, we will be able to offer a 5% discount, bringing the cost of each audit down to \$23,750, or \$71,250 combined.

Our ability to provide services in accordance with our estimated fees depends on the quality, timeliness, and accuracy of the Internal Accounts' records, and, for example, the number of general ledger adjustments required as a result of our work. We will also need your personnel to be readily available during the engagement to respond in a timely manner to our requests. Lack of preparation, poor records, general ledger adjustments and/or untimely assistance may result in an increase of our fees.

We will not increase the fee over the agreed amount as long as the scope of the audit is consistent with the scope outlined in the Request for Proposal. Significant required changes may be mandated by federal, state, other regulatory agencies or accounting and auditing standards boards or by significant staff changes within the District. For these reasons, if the scope of the audit changes significantly from the scope outlined in the RFP, we would present for approval, prior to commencing work, why an adjustment in fee is warranted.

This engagement may be terminated by either party for noncompliance with the terms as noted in this engagement letter. The parties will provide 60 days' notice of their intention to terminate the engagement. Upon completion of this engagement with the audit for the year ended June 30, 2025, a new engagement can be entered into for up to an additional three-year period, at the option of both parties. Any such engagements will be evidenced by a new engagement letter.

At the conclusion of our audit engagement, we will communicate to those charged with governance the following significant findings from the audit:

- Our view about the qualitative aspects of the Internal Accounts' significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

In accordance with the requirements of *Government Auditing Standards*, we have attached a copy of our latest external peer review report of our firm for your consideration and files.

The audit documentation for this engagement is the property of James Moore & Co., P.L. and constitutes confidential information. However, we may be requested to make certain audit documentation available to a grantor or their designee, a federal or state agency providing direct or indirect funding, or the U.S. Government Accountability Office pursuant to authority given to it by laws or regulation, or to peer reviews. If requested, access to such audit documentation will be provided under the supervision of James Moore &

Co., P.L. personnel. We will notify you of any such request. Furthermore, upon request, we may provide copies of selected audit documentation to these agencies and regulators. The regulators and agencies may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

In the normal course of business, we use the services of third-parties and individual contractors, which are not employees of James Moore & Co., P.L. Those services are performed at various levels and in various aspects our engagements including bookkeeping, tax return preparation, consulting, audit and other attest services and clerical and data entry functions. It is possible that during the course of the engagement we may utilize such third-party and individual contractor sources. Additionally, the engagement will, of necessity, require us to handle confidential information and we expects third-party service providers and individual contractors to maintain the confidentiality of such information. To be reasonably assured that unauthorized release of confidential client information does not occur, we require those individuals and third-party service providers to enter into a written agreement to maintain the confidentiality of such information. Your acceptance of this arrangement acknowledges and accepts our handling of confidential information including access by third-party and individual service providers.

This engagement letter includes the attached James Moore & Co., P.L. Standard Terms and Conditions as Attachment A which is incorporated and made a part of this engagement letter by reference.

We appreciate the opportunity to be of service to the Gadsden County School Board and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Moore & Co., P.L.

JAMES MOORE & CO., P.L.

RESPONSE:

This letter correctly sets forth the understanding of the Gadsden Co	County S	chool	Board.
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Ву	 		
Title	 	-	
Date			

WARREN, STONE & ASSOCIATES, LLC

CERTIFIED PUBLIC ACCOUNTANTS AND BUSINESS ADVISORS

Report on the Firm's System of Quality Control

April 23, 2024

To the Members of James Moore & Co., P.L. and the Peer Review Committee of the Florida Institute of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of James Moore & Co., P.L. (the firm) in effect for the year ended October 31, 2023. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act, and audits of employee benefit plans. As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of James Moore & Co., P.L. in effect for the year ended October 31, 2023, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass, pass with deficiency(ies) or fail. James Moore & Co., P.L. has received a peer review rating of pass.

Warren, Stone rassociates, LLC

Warren, Stone & Associates, LLC

Attachment A James Moore and Co., P.L. Standard Terms and Conditions

The terms and conditions set forth below are incorporated into the engagement letter pursuant to which James Moore & Co., P.L. ("JMCO", the "Firm", us and we) will provide services.

- 1. Management's Responsibilities Management of Client is responsible for establishing and maintaining an effective internal control system. JMCO services may include advice and recommendations which management may or may not adopt. Client's management shall be fully and solely responsible for applying independent business judgment with respect to the services and work product provided by JMCO, to make implementation decisions, if any, and to determine further courses of action with respect to any matters addressed in any advice, recommendations, services, reports, or other work product or deliveries to Client. Management is responsible for the safeguarding of assets, the proper recording of transactions in the books of accounts, the substantial accuracy of the financial records, and the full and accurate disclosure of all relevant facts affecting the engagement to JMCO. Client should retain all the documents, canceled checks, and other data that form the basis of income and deductions. If the engagement also includes tax services, these records may be necessary to prove the accuracy and completeness of tax returns to a taxing authority. Client has final responsibility for the tax return(s) and therefore should review the return(s) carefully before signing and filing.
- 2. Responsible Person Client designates the individual signing the engagement letter ("Representative") as the individual to whom JMCO should look to provide information, communicate, and answerquestions. Client understands that JMCO will rely on the Representative designated above and that decisions by the Representative may be beneficial to some and detrimental to others. JMCO is directed to rely on the Representative for all Client decisions including but not limited to tax treatments, allocation of income and expense items, tax elections and accounting treatments. All communication with the Representative is deemed to be communication with Client.
- 3. Advice in Writing JMCO only provides advice for Client to rely upon in writing. Casual discussions of tax, accounting or other issues and informal communication are not advice upon which Client can rely. Client agrees that the only advice from JMCO upon which Client may rely is written advice received from JMCO on our letterhead or via e-mail individually addressed to Representative or an individual member of the Client (newsletters and the like are not advice upon which Client may rely).
- 4. Unencrypted E-Mail Use Authorized for Communication In connection with this engagement, JMCO may communicate with Client or others via e-mail transmission. As e-mails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, JMCO cannot guarantee or warrant that e-mails from JMCO will be properly delivered and read only by the addressee. Therefore, JMCO specifically disclaims and waives any liability or responsibility whatsoever for interception or unintentional disclosure or communication of e-mail transmissions or for the unauthorized use or failed delivery of e-mails transmitted by JMCO in connection with the performance of this engagement. In that regard, Client agrees that JMCO shall have no liability for any loss or damage to any person or entity resulting from the use of e-mail transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information. During the term of this engagement Client may elect by notification in writing to JMCO to suspend or terminate the use of e-mail. Similarly, text messages present special issues for our profession, and we ask that you refrain from engaging with JMCO via text message.
- 5. Cooperation Client agrees to cooperate with JMCO in the performance of JMCO services for the Client, including providing JMCO with reasonable facilities and timely access to Client's data, information and personnel. Client shall be responsible for the performance of Client's employees and agents and for the accuracy and completeness of all data and information provided to JMCO for purposes of this engagement. In the event that JMCO is unable to obtain required information on a timely basis JMCO may revise its estimate of fees, alter the services required and/or terminate the engagement.

- 6. Payment of Invoices JMCO will bill Client for professional services, expenses, and out-of-pocket costs on a monthly basis. Payment is due within 30 days of the date on the billing statement. JMCO reserves the right to suspend work or terminate the engagement in the event that payment is not received within 30 days of the date on the billing statement. JMCO may also suspend work or terminate the engagement if information furnished is not satisfactory for JMCO to perform work on a timely basis. JMCO will notify Client if work is suspended or terminated. If JMCO elects to terminate or suspend the engagement for nonpayment or for any other reason provided for in this letter, the engagement will be deemed to have been completed for purposes of payment due from Client. Upon written notification of termination or suspension, even if JMCO has not released work product, Client will be obligated to compensate JMCO for all time expended and to reimburse JMCO for all out-of-pocket costs through the date of termination or suspension. Suspension of work or termination of services may result in missed deadlines, penalties/interest along with other consequences and Client agrees that suspended work or termination of services shall not entitle Client to recover damages from JMCO. All fees, charges and other amounts payable to JMCO hereunder do not include any sales, use, value added or other applicable taxes, tariffs or duties, payment of which shall be the sole responsibility of Client, excluding any applicable taxes based on JMCO's net income or taxes arising from the employment or independent contractor relationship between JMCO and JMCO's personnel. A late payment charge of 11/2% per month will be assessed on any balance that remains unpaid after deduction of current payments, credits, and allowances after 90 days from the date of billing. This is an Annual Percentage Rate of 18%.
- 7. Electronic Data Communication In the interest of facilitating our services to you, JMCO may send data over the Internet, store electronic data via computer software applications hosted remotely on the Internet, or allow access to data through third-party vendors' secured portals or clouds. Electronic data that is confidential to Client may be transmitted or stored using these methods. We may use third-party service providers to store or transmit this data. In using these data communication and storage methods, JMCO employs measures designed to maintain data security. We use reasonable efforts to keep such communications and data access secure in accordance with our obligations under applicable laws and professional standards. We also require all of our third-party vendors to do the same. You recognize and accept that we have no control over the unauthorized interception or breach of any communications or data once it has been sent or has been subject to unauthorized access, notwithstanding all reasonable security measures employed by us or our third-party vendors. You consent to our use of these electronic devices and applications and submission of confidential client information to third-party service providers during this engagement.
- Confidential & Proprietary Information Client and JMCO both acknowledge and agree that all information communicated by one party (the "Disclosing Party") to the other (the "Receiving Party") in connection with this engagement shall be received in confidence, shall be used only for purposes of this engagement, and no such confidential information shall be disclosed by the Receiving Party or its agents or personnel without the prior written consent of the other party. Except to the extent otherwise required by applicable law or professional standards, the obligations under this section do not apply to information that: (a) is or becomes generally available to the public other than as a result of disclosure by the Receiving Party, (b) was known to the Receiving Party or had been previously possessed by the Receiving Party without restriction against disclosure at the time of receipt thereof by the Receiving Party, (c) was independently developed by the Receiving Party without violation of this engagement letter or (d) Client and JMCO agree from time to time to disclose. Each party shall be deemed to have met its nondisclosure obligations under this paragraph as long as it exercises the same level of care to protect the other's information, except to the extent that applicable law, regulations or professional standards impose a higher requirement. JMCO may retain, subject to the terms of this Paragraph, one copy of Client's confidential information required for compliance with applicable professional standards or internal policies. If either Client or JMCO receives a subpoena or other validly issued administrative or judicial demand requiring it to disclose the other party's confidential information, such party shall (if permitted to do so) provide written notice to the other of such demand in order to permit it to seek a protective order. So long as the notifying party gives notice as provided herein, the notifying party shall be entitled to comply with such demands to the extent permitted by law, subject to any protective order or the like that may have been entered into in the matter. In the event that Client wishes to assert a privilege or Client fails to respond and JMCO asserts the privilege on Client's behalf, Client agrees to pay for all expenses incurred by JMCO in defending the privilege, including, by way of illustration only, JMCO's attorney's fees, court costs, outside adviser's costs, penalties and fines imposed as a result of Client asserting the privilege or Client's direction to JMCO to assert the privilege. JMCO's techniques, judgments, methodology, and practices relating to its engagement practices are agreed by Client and JMCO to constitute proprietary confidential business information in the nature of trade secrets, security measures, systems and procedures which are in the nature of competitive interests which would impair the competitive business of JMCO should the information be released. Notwithstanding the foregoing, the terms of this paragraph shall not apply to contravene any statute or regulation.

- 9. <u>Disclosures</u> Certain communications involving advice are privileged and not subject to disclosure. By disclosing the contents of those communications to anyone, or by turning over information about those communications to the government, Client, Client's employees or Client's agents may be waiving this privilege. To protect this right to privileged communication, please consult with JMCO or an attorney prior to disclosing any information about JMCO advice. Should Client determine that it is appropriate for JMCO to disclose any potentially privileged communication; Client agrees to provide JMCO with written, advance authority to make that disclosure. We will not respond to any request from banks, mortgage brokers or others for verification of any information. We do not communicate with third parties or provide them with copies of your information.
- 10. <u>Tax Services</u> If the engagement letter specifically includes providing tax services the following provisions apply to the tax services for this engagement:
 - a. Tax services do not include verification of the information you submit to us although we may ask that you clarify certain information. Our tax work does not include any procedures designed to detect fraud, theft or illegal acts.
 - b. We will prepare the tax returns identified in the scope of the engagement letter solely for filing with the Internal Revenue Service ("IRS"), state, and local tax authorities. Our tax work is not intended to benefit or influence any third party, either to obtain credit or for any other purpose.
 - c. Unless otherwise noted, we will perform our services in accordance with the Statement on Standards for Tax Services ("SSTSs") issued by the American Institute of Certified Public Accountants and U.S. Treasury Department Circular 230 ("Circular 230") along with the Internal Revenue Code, accompanying Regulations, Treasury Department pronouncements and applicable state laws, rules and regulations.
 - d. We will not hold your property in trust for you, or otherwise accept fiduciary duties in the performance of the engagement.
 - e. We will use our professional judgment to resolve questions in your favor where a tax law is unclear, provided that we have a reasonable belief that there is substantial authority for doing so. If there are conflicting interpretations of the law, we will explain the possible positions that may be taken on your return. We will follow the position you request, provided it is consistent with our understanding of the applicable tax code, tax laws, tax regulations, and their interpretations. If the IRS, state or local tax authorities later contest the position you select, additional tax, interest, and penalties may be assessed. We assume no liability, and you hereby release us from any liability, including but not limited to, additional tax, interest, penalties, and related professional fees.
 - f. If additional accounting or bookkeeping assistance is required for the purpose of preparing tax returns that work will be an additional fee.
 - g. If, during our work, we discover information that affects prior-year tax returns, we will make you aware of the facts. However, we cannot be responsible for identifying all items that may affect prior-year returns. If you become aware of such information during the year, please contact us to discuss the best resolution of the issue. We will be happy to prepare appropriate amended returns as a separate engagement.
 - h. This engagement does not include responding to inquiries by any governmental agency or tax authority. If your tax return is selected for examination or audit, you may be requested to produce documents, records, or other evidence to substantiate the items of income and deduction shown on a tax return. If you request our assistance in responding to such an inquiry, and we agree to represent you, we will confirm this engagement in a separate Statement of Work.
 - i. As tax return preparers, we are prohibited from signing a tax return unless we have a reasonable belief that there is substantial authority for a tax position taken on the tax return or we have a reasonable basis for the tax return position taken on the return and we disclose this tax position in a separate attachment to the tax return.
 - j. The law imposes substantial penalties on taxpayers and tax advisors for failure to disclose listed and other reportable transactions on Form 8886, Reportable Transaction Disclosure Statement. In general, reportable transactions are potentially abusive transactions identified by the IRS that have a primary purpose of tax avoidance, including but not limited to listed transactions, confidential transactions, transactions with contractual protection, loss transactions, and transactions of interest. Furthermore, the law imposes substantial penalties on taxpayers and tax advisors for failure to disclose tax shelters on Form 8271, Investor Reporting of a Tax Shelter Registration Number. You agree to advise us of any tax shelters and/or reportable transactions identified in tax reference materials. Unless a reportable transaction is more likely than not to be sustained on its merits, IRC §6662A, Imposition of Accuracy-Related Penalty on Understatements with Respect to Reportable Transactions, requires us to disclose the reportable transaction in a separate attachment to the tax return. Similarly, unless a tax shelter is more likely than not to be sustained on its merits, IRC §6662(d)(2)(C)(ii), Imposition of Accuracy-Related Penalty on Underpayments, requires us to disclose tax shelters in a separate attachment to the

- tax return. If you do not consent to a required disclosure, we reserve the right to withdraw from the engagement, and you agree to compensate us for our services to the date of withdrawal.
- k. For series 1040 tax returns, we will not disclose your confidential tax information to another tax return preparer other than required by law or regulation without your consent. For tax returns other than the 1040 series, you authorize us to disclose your current year tax return information to our affiliates located outside the United States for the purposes of assisting us in preparation of your current year tax return. You acknowledge that by signing this engagement letter you consent that your current year non-1040 series tax return information will be disclosed to tax return preparers abroad when those affiliates are engaged to assist in preparation of your tax return.
- 1. You will provide us financial information and supporting data necessary to prepare your tax returns. You must provide us accurate and complete information. Income, gains and losses from all sources, including those outside the U.S., is required. You agree and accept the burden that the consequences of inadequate documentation may include disallowance of tax benefits.
- m. You are responsible for ensuring that personal expenses, if any, are segregated from business expenses and that expenses such as meals, travel, vehicle use, gifts, and related expenses are supported by documentation and records required by the IRS and other tax authorities. In preparing your returns, we rely on your representations that we have been informed of all bartering transactions and that you understand and have complied with the documentation requirements for your expenses and deductions. At your written request, we are available to provide you with written answers to your questions on the types of supporting records required.
- n. On June 21, 2018, the U.S. Supreme Court reversed the long-standing physical presence nexus standard in <u>South Dakota v. Wavfair. Inc. et. al.</u> This decision significantly changed the landscape of sales and use tax compliance, especially for online sellers. If you wish to understand the impact of the decision on your business, please so advise and we will confirm this in a separate Statement of Work.
- o. You are responsible for determining your tax filing obligations with any state or local tax authorities, including, but not limited to, income, franchise, sales, use, property or unclaimed property taxes. You agree that we have no responsibility to research these obligations or to inform you of them. Therefore, we will only prepare the tax returns for the entities and tax agencies listed in the engagement letter, unless you notify us in writing of any changes. Please contact us if you require assistance in determining your state and local tax filing obligations.
- p. You are responsible for informing us of all foreign transactions, assets owned directly or indirectly, including but not limited to, financial accounts with foreign institutions, other foreign non-account investments, and ownership of any foreign entities, regardless of amount. If upon review of the information you have provided to us, including information that comes to our attention, we believe that you may have additional filing obligations, we will notify you. Failure to timely file the required forms may result in substantial civil and/or criminal penalties. You agree to provide us with complete and accurate information regarding any foreign investments in which you have a direct or indirect interest, or over which you have signature authority, during the tax years to which this engagement applies. The foreign reporting requirements are very complex. If you have any questions regarding the application of the reporting requirements for your foreign interests or activities, please ask us and we will respond in writing. Only advice that is in writing may be relied upon. We assume no liability for penalties associated with the failure to file or untimely filing of any of these forms.
- q. You are responsible for complying with the tax filing requirements of any other country. You acknowledge and agree that we have no responsibility to raise these issues with you.
- r. You are responsible for advising us of any changes in ownership so we can properly reflect those on the tax returns.
- s. The IRS permits you to authorize us to discuss, on a limited basis, aspects of your return for one year after the return's due date. Your consent to such a discussion is evidenced by checking a box on the return. Unless you tell us otherwise, we will check that box authorizing the IRS to discuss your return with us.
- t. By executing this engagement letter, you consent to JMCO using your tax return information to send to you, by any medium: firm newsletters, surveys, press releases, information concerning firm seminars and nontax-related services, and any other communication sent to some or all of the firm's clients. This consent shall be valid for five years. The disclosure will include name, address and tax return form type and you acknowledge, by signing this engagement letter, that you have the right to consent to a disclosure of less information, but have decided, without coercion, that you consent to the disclosure of name, address and tax return form type. This consent is not conditioned on our providing services to you.
- u. It may become necessary to apply for an extension of the filing deadline if there are unresolved issues or delays in processing, or if we do not receive all the necessary information from you on a timely basis. Applying for an extension of time to file may extend the time available for a government agency to undertake an audit of your return or may extend the statute of limitations to file a legal action. All taxes

- owed are due by the original filing due date. Additionally, extensions may affect your liability for penalties and interest or compliance with governmental or other deadlines.
- v. Federal, state and local taxing authorities impose various penalties and interest charges for non-compliance with tax laws and regulations, including failure to file or late filing of returns and underpayment of taxes. You, as the taxpayer, remain responsible for the payment of all taxes, penalties and interest charges imposed by tax authorities.
- w. You authorize that any and all information furnished to us for or in connection with the preparation of tax returns other than 1040 series returns under this engagement letter may, for a period of up to three years from the date of this engagement letter, be disclosed to our designated third-party services, located outside the United States, engaged directly or indirectly in providing tax planning or preparation of tax returns. If you wish to request a limited disclosure of tax return information, you must inform us.
- x. There are specific tax implications of investing in digital assets (e.g., virtual currencies such as Bitcoin, non-fungible tokens, virtual real estate and similar assets). The IRS and some other jurisdictions consider these to be property for tax purposes. As such, any transactions in, or transactions that use, digital assets are subject to the same general tax principles that apply to other property transactions.
- y. If you transacted in digital assets during the tax year, you may have tax consequences and/or additional reporting obligations associated with such transactions. You agree to provide us with complete and accurate information regarding any transactions in, or transactions that have used, digital assets during the applicable tax year. If you have any questions regarding your digital assets and/or transactions, please ask us, and we will respond in writing.
- z. Centralized Partnership Audit Regime Under the Bipartisan Budget Act of 2015(BBA) You are encouraged to seek the advice of your attorney for matters related to the BBA. The regime of partnership (and entities that file 1065 series returns) audits was substantially changed in 2018 as part of the BBA. Form 1065 partnership pass-thru entity filers are generally audited and assessed at the entity level under the BBA. Some partnership filing entities are eligible to opt out of the BBA while other entities may elect to opt in. Each year a partnership must consider (if it is eligible) whether to opt in or out of the BBA. Your attorney can help with this election. If this engagement is for a pass-thru entity subject to these audit rules, our engagement does not include advising on whether to opt in or opt out of the BBA. If you choose to opt in to the BBA and will so elect on your tax filing, we will require additional information to complete the return. If you choose to opt in, the entity will need to designate an individual (and it may also designate an entity) to serve as partnership representative and provide the address and telephone number of that individual so designated.
- 11. <u>Force Majeure</u> Neither Client nor JMCO shall be liable for any delays resulting from circumstances or causes beyond our reasonable control, including, without limitation, fire or other casualty, act of God, epidemic, strike or labor dispute, war or other violence, or any law, order or requirement of any government agency or authority.
- 12. <u>Indemnification</u> Client, its officers and directors hereby agrees to indemnify; agrees to pay for the defense (with counsel of JMCO's choosing) of JMCO, (including JMCO's principals, employees and authorized agents) and agrees to hold JMCO harmless from any and all suits, claims, actions, proceedings, liabilities, judgments, losses and costs whatsoever (including but not limited to attorneys' fees and litigation costs) arising in connection with any services performed or products provided by JMCO pursuant to, or under the cover of this engagement letter (Indemnity) as described in this paragraph. This Indemnity relates only to circumstances (1) in which there is a knowing misrepresentation by Client and/or its management relating to this engagement (2) arising out of or relating to claims by Client's employees or former employees/contractors for our critiques of employee performance (3) third party use of JMCO work product and (4) posting or dissemination of partial and/or inaccurate copies of our reports and/or workproduct as described in 24 below. The foregoing indemnity is intended to apply to the extent not contrary to applicable law and/or regulations governing the provision of professional services. This provision shall survive the termination of this engagement for a period of five years. Notwithstanding the foregoing, the provisions of this paragraph shall not apply to Client when JMCO provides attest services to a Securities Exchange Commission Registrant Public Entity, Employee Benefit Plan, Bank, Credit Union or any other entity for which the terms of this paragraph shall be prohibited by law or regulation.
- 13. Errors, Fraud, Theft, Embezzlement. Illegal Acts Unless our engagement letter specifically obligates JMCO to search for fraud, theft, embezzlement and/or illegal acts, JMCO services cannot be relied upon to disclose errors, fraud, theft, embezzlement or other illegal acts that may exist, nor will we be responsible for the impact on our services of incomplete, missing, or withheld information, or mistaken or fraudulent data provided from any source or sources. However, we will inform you of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. Client is responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing JMCO about all known or suspected fraud affecting Client involving: (1) management, (2) employees who have

significant roles in internal control, and (3) others where the fraud could have a material effect on the financial information. Client responsibilities include informing JMCO of Client knowledge of any allegations of fraud or suspected fraud affecting Client received in communications from employees, former employees, regulators, or others. In addition, Client is responsible for identifying and ensuring that the Client complies with applicable laws and regulations.

- 14. <u>Document Retention and Ownership</u> The parties agree that JMCO will endeavor to retain documents and records in accordance with the Firm's Record Retention and Destruction Policy. Client agrees that after the specified period of retention expires (typically seven (7) years), documents and records may not be available. However, the related engagement records will not be destroyed regardless of the retention period, if JMCO has knowledge of potential or pending legal action and/or investigation by a regulatory agency, and it has been determined by the Firm that the records in question are relevant to said legal action and/or investigation. If it is determined that the records in question are relevant to the legal action and/or investigation, the Firm will impose a litigation hold on the records thereby suspending the scheduled destruction of the records. As potential or pending legal action or an investigation may not be public knowledge, we request that you inform us of any such legal action or investigation in a timely manner. Likewise, we request that you inform us when all legal action or investigation has been concluded so that the Firm can release the litigation hold and the records related to our engagement can be destroyed in accordance with our Record Retention and Destruction Policy. JMCO does not retain original client records or documents. Records prepared by us specifically for you as part of this engagement (for example, financial statements and other financial reports, tax returns, general ledgers, depreciation schedules, etc.) and other supporting records prepared by JMCO (for example, adjusting entries and related support, data combining schedules, calculations supporting amounts in tax returns and financial statements, letters, memos and electronic mail, etc.) will remain part of the engagement records. When any records are returned or provided to you, it is your responsibility to retain and protect them for possible future use, including potential examination by any government or regulatory agencies. JMCO owns and retains the rights to JMCO's internal working papers; any information created by JMCO is not the property of Client. In the event that documents are requested by the Representative or any other individual considered by law or regulation to be our client we will furnish the documents readily available in the Client file in a .pdf format (which shall not include any obligation on JMCO's part to undertake a search of JMCO's electronic document and email files) to the requesting party. The privacy policy of JMCO is available on our website at JMCO.com/privacy-policy/
- 15. <u>Hosting of Client Data</u> JMCO does not Host, is not the custodian of, and accepts no responsibility for Client financial and non-financial data. Client acknowledges that it has sole responsibility for the storage and preservation of its financial and non-financial data.
- 16. Brokerage Information From time-to-time Client may arrange and/or provide information to JMCO that includes investment holdings, transactions, arbitrage positions and investment strategies in addition to other asset holdings. JMCO utilizes information provided for purposes of financial statements and tax filings. JMCO does not provide investment analysis, strategies and/or risk analysis of investment portfolios. A JMCO affiliate, James Moore Wealth Management, LLC, a registered investment advisor, does provide investment advice under the terms of separate engagement understandings. Clients desiring services from James Moore Wealth Management, LLC should establish a separate understanding for those services. JMCO does not share information with James Moore Wealth Management, LLC, absent a specific written understanding with Client. Client agrees that this engagement does not include evaluation of investments, transaction and strategies.
- 17. Professional Standards JMCO will perform this engagement in accordance with the professional standards applicable to the engagement including those standards promulgated by the American Institute of Certified Public Accountants. In the event that issues arise that present a conflict of interest and/or a potential for breach of professional standards it may become necessary to terminate or suspend services of this engagement. We will notify you if this issue arises.
- 18. <u>Use of Third-Party Providers</u> In the normal course of business, JMCO uses the services of third-parties and individual contractors, which are not employees of JMCO. Some third-party providers are located inside, and some are outside the United States. You may notify us that you do not wish to have your work done by third-party providers, which may delay the completion of services and increase the price for services to amounts in excess of initial estimates. Those third-party services are performed at various levels and in various aspects of JMCO's engagements including bookkeeping, tax return preparation, consulting, audit and other attest services and clerical and data entry functions. It is possible that during the course of the engagement JMCO may utilize such third-party and individual contractor sources. Additionally, the engagement will, of necessity, require JMCO to handle confidential information and JMCO expects third-party service

providers and individual contractors to maintain the confidentiality of such information. To be reasonably assured that unauthorized release of confidential client information does not occur, JMCO requires those individuals and third-party service providers to enter into a written agreement to maintain the confidentiality of such information. Client acceptance of this arrangement acknowledges and accepts our handling of confidential Client information including access by third-party and individual service providers.

- 19. Information Shared with Professional Service Affiliates. JMCO's professional service affiliates include James Moore Advisory, LLC which offers professional services including Human Resources, Technology and Data Analytics. From time-to-time JMCO shares information about entity (not individuals) clients such as name, address, email address, industry identifiers, enterprise size, contacts and phone number information with our professional service affiliates in connection with outreach programs to inform of services available through JMCO and its affiliates. No other information is shared with our affiliates unless you engage an affiliate to provide services at which time information necessary to provide services is shared between JMCO and its professional service affiliates. By signing the engagement letter, you expressly consent to the sharing of general information with JMCO's professional service affiliates about JMCO entity clients. If you do not agree to the sharing of information with our professional service affiliates, inform us and we will not share identified information.
- 20. <u>Limitation of Liability and Actions</u> Neither party may assert against the other party any claim in connection with this engagement unless the asserting party has given the other party written notice of the claim within one (1) year after the asserting party first knew or should have known of the facts giving rise to such claim. Notwithstanding anything to the contrary, JMCO's maximum aggregate liability in this engagement (regardless of the nature of the any claim asserted, including contract, statute, any form of negligence, tort, strict liability or otherwise and whether asserted by Client, JMCO or others) shall be limited to twice the sum of the fees paid to JMCO during the term of this annual engagement. In no event shall JMCO be liable for consequential, incidental, special or punitive loss, damage or expense (including, without limitation, lost profits, opportunity costs, etc.) even if JMCO had been advised of their possible existence. This provision shall survive the termination of this engagement letter. Notwithstanding the foregoing, the provisions of this paragraph shall not apply to Client when JMCO provides attest services to a Securities Exchange Commission Registrant Public Entity, Employee Benefit Plan, Bank, Credit Union or any other entity for which the terms of this paragraph shall be prohibited by law or regulation.
- 21. Mediation Prior to resorting to arbitration or litigation that may arise regarding the meaning, performance or enforcement of this engagement or any prior engagement the parties agree to attempt resolution of any dispute in mediation administered by and conducted under the rules of the American Arbitration Association (AAA) in mediation session(s) in Alachua County, Florida. Unless the parties agree in writing to the contrary, the parties will engage in the mediation process in good faith once a written request to mediate has been given by any party to the engagement. The results of any such mediation shall be binding only upon agreement of each party to be bound. Each party may disclose any facts to the other party or to the mediator that it in good faith considers reasonably necessary to resolve the dispute. However, all such disclosures shall be deemed in furtherance of settlement efforts and shall not be admissible in any subsequent proceeding against the disclosing party. Except as agreed to in writing by both parties, the mediator shall keep confidential all information disclosed during mediation. The mediator shall not act as a witness for either party in any subsequent proceeding between the parties. The costs of any mediation proceeding shall be shared equally by the participating parties. If, for any reason, the matter is not resolved within ninety days after the first request for mediation, then mediation shall not be required under the terms of this engagement letter.
- 22. Binding Arbitration All disputes not resolved by mediation (as described above) arising out of and/or related to the services and/or relationship with JMCO and Client will be resolved through binding arbitration. The parties agree that they are irrevocably voluntarily waiving the right to a trial by jury by entering into this voluntary binding arbitration agreement. The arbitration proceeding shall take place in Alachua County, Florida. The arbitration shall be governed by the provisions of the laws of Florida (except if there is no applicable state law providing for such arbitration, then the Federal Arbitration Act shall apply) and the substantive law of Florida shall be applied without reference to conflicts of law rules. In any arbitration instituted hereunder, the proceedings shall proceed in accordance with the then current Arbitration Rules for Professional Accounting and Related Disputes or, if none, then the Commercial Rules of the American Arbitration Association (AAA), except that discovery shall be limited to identification of witnesses, exchange of expert reports, deposition of experts only, exchange of documents in the Client file and interrogatories and shall not include any exchange of e-mail or any requirement to produce or search for e-mail. Any Dispute regarding discovery, or the relevance or scope thereof, shall be determined by the Arbitration Panel (as defined below). For amounts in dispute less than One Million Dollars, the arbitration shall be conducted before a single arbitrator appointed as a neutral by the AAA. The single arbitrator shall be both a licensed attorney and a licensed certified public accountant at the time of appointment as the arbitrator. If the amount in dispute is One Million Dollars or more, the arbitration shall be conducted before a panel of three persons, all panel

members must be members of the AAA's panel of neutrals with one arbitrator selected by each party (party selection shall be completed within twenty days of receipt of the panel nominees from the AAA or, failing party selection the panel members shall be appointed by the AAA), and the third member of the panel will be selected by the AAA will be licensed as a certified public accountant at the time of appointment to the panel (the "Arbitration Panel"). The party-selected arbitrators shall be treated as neutrals. The Arbitration Panel shall have no authority to award non-monetary or equitable relief, but nothing herein shall be construed as a prohibition against a party from pursuing non-monetary or equitable relief in a state or federal court. The parties also waive the right to punitive damages and the arbitrators shall have no authority to award such damages or any other damages that are not strictly compensatory in nature. In rendering their award, the Arbitration Panel shall issue a reasoned award. The Arbitration Panel is directed to award attorneys' fees and costs along with the costs of the arbitration proceeding to the prevailing party as determined by the Arbitration Panel. The confidentiality provisions applicable to mediation shall also apply to arbitration. The award issued by the Arbitration Panel may be confirmed in a judgment by any federal or state court of competent jurisdiction. In no event shall a demand for arbitration be made after the date on which the initiation of the legal or equitable proceeding on the same dispute would be barred by the applicable statute of limitations or statute of repose or this engagement letter. For the purposes of applying the statute of limitations or repose or this engagement letter, receipt of a written demand for arbitration by the AAA shall be deemed the initiation of the legal or equitable proceeding based on such dispute. In agreeing to arbitration, we both acknowledge that each of us is giving up the right to have the dispute decided in a court of law before a judge or jury and instead we are accepting the use of arbitration for resolution.

- 23. <u>Employees</u> Both Client and JMCO agree that they will not employ any employee of the other within one year of the employee's last day of employment with the other, unless mutually agreed upon in writing. Employment of a former employee within one year of the employee leaving the other party may cause significant economic losses and/or breach of professional standards for JMCO and potential economic loss and/or potential conflicts of interest for Client. If this provision is breached, the hiring party will pay 3 months' salary of the employee to the non-hiring party.
- 24. Posting and Distribution of Information Except when dissemination is required by a public records law, JMCO's permission is required prior to distribution or posting of JMCO work product. If Client plans to distribute or post online any of JMCO's work product, a copy of the document, reproduction master or proof will be submitted to JMCO not less than seven days prior to distribution or posting to provide JMCO sufficient time for our reading and approval prior to distribution or posting. If, in our professional judgment, the circumstances require, we may withhold our written consent. Client agrees that prior to posting an electronic copy of any of JMCO's work product, including but not limited to financial statements and our report(s) thereon, that Client will ensure that there are no differences in content between the electronic version posted and the original signed version provided to management by JMCO.
- 25. <u>Independent Contractor</u> Client and JMCO are both independent contractors and neither Client nor JMCO are, or shall be considered to be, an agent, distributor or representative of the other. Neither Client nor JMCO shall act or represent itself, directly or by implication, as an agent of the other or in any manner assume or create any obligation on behalf, or in the name of, the other.
- 26. <u>Assignment</u> Neither party may assign any of its rights or obligations under the terms of this engagement without the prior written consent to the other.
- 27. <u>Additional Work</u> From time-to-time Client may request that JMCO undertake to complete additional work. In the event that such work is undertaken without a separate written engagement understanding then the terms of this engagement letter including these Standard Terms and Conditions shall govern the additional work.
- 28. Notice/Waiver The parties agree that notice is effective between the parties is made through any of the following: E-mail acknowledged as received by the party to which it was addressed, Certified Mail to the most recent address of the parties, hand delivery of written document via courier. No waiver of any provision of these Standard Terms and Conditions and the engagement letter will constitute a waiver of any prior, concurrent or subsequent failure of either party to comply with the provision hereof and no waiver will be effective unless made in writing.
- 29. <u>Withdrawal</u> JMCO may elect to suspend or terminate services rendered under the terms of the engagement for any reason or no reason at all. Client may elect to terminate services rendered under the terms of the engagement for any reason or no reason at all.
- **30.** Corporate Transparency Act/Beneficial Ownership Reporting Beginning January 1, 2024, some entities are required to make filings disclosing beneficial ownership interests. These filings are frequently due within thirty days of some transactions. Violations of these reporting obligations are subject to serious

punishment. Assisting you with your compliance with the Corporate Transparency Act ("CTA"), including beneficial ownership information ("BOI") reporting, is not within the scope of this engagement. You have sole responsibility for your compliance with the CTA, including its BOI reporting requirements and the collection of relevant ownership information. You agree that we shall have no liability resulting from your failure to comply with CTA. Information regarding the BOI reporting requirements can be found at https://www.fincen.gov/boi. Consider consulting with legal counsel if you have questions regarding the applicability of the CTA's reporting requirements and issues surrounding the collection of relevant ownership information.

31. Entire Understanding — This engagement letter constitutes the entire understanding between the parties regarding the JMCO services and supersedes all prior understandings relating to JMCO services. No amendment, modification, waiver or discharge of the terms of this engagement letter shall be valid unless in writing and signed by authorized representatives of both parties. This understanding has been entered into solely between Client and JMCO, and no third-party beneficiaries are created hereby. In the event any provision(s) of the terms of this document shall be invalidated or otherwise deemed unenforceable, such finding shall not cause the remainder of this document to become unenforceable. The proper venue for all actions involving the relationship between JMCO and Client are the tribunals of principal jurisdiction in Alachua County, Florida. This document may be transmitted in electronic format and shall not be denied legal effect solely because it was formed or transmitted, in whole or in part, by electronic record; however, this document must then remain capable of being retained and accurately reproduced, from time to time, by electronic record by the parties and all other persons or entities required by law. An electronically transmitted signature or acknowledgment will be deemed an acceptable original for purposes of binding the party providing such electronic signature.

V12062024

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: September 23, 2025

TITLE OF AGENDA ITEM: TOP-2 GCSD

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

The district is required to submit the Step 2 form for Chattahoochee Elementary School and West Gadsden Middle School as the schools are implementing district-managed turnaround. The plan outlines the specific strategies the school and district will employ to ensure school improvement. The form requires School Board approval.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Lisa Robinson

POSITION: Assistant Superintendent, Academic Services

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 16 (both plans)

CHAIRMAN'S SIGNATURE: page(s) numbered 16 (both plans)



[Gadsden] [Chattahoochee Elementary School]

Due: October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school required to implement a district-managed turnaround plan. The district must submit this plan to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and BSI@fldoe.org no later than October 1. The subject line of the email must include the district name, school name and TOP-2 (DMT).

Districts must update this Step 2 form as an addendum to the Charter School Turnaround Option Plan TOP-2 form for sustained operation of the school when a Charter School Turnaround Option Plan is selected in the TOP-1 form. The plan must be submitted following the above guidelines.

School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number

Chattahoochee Elementary School/0151

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

- 1. Transformational Leadership
- 2. Standards-based Instruction and Learning (for student and adult learners)
- 3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.



Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

To conduct the needs assessment for Chattahoochee Elementary School (CES), the district analyzed three years of trend data at the state, district, and school levels. Multiple data sources were reviewed, including progress monitoring results from Renaissance STAR, FAST, and i-Ready; student discipline and attendance records from FOCUS/SKYWARD; and School Climate Survey feedback. School grades from 2023 to 2025 (C, D, D) were compared with district and state averages to evaluate long-term performance. Proficiency rates in ELA and mathematics were disaggregated by grade level and benchmarked against district and state results to identify achievement gaps. Data was examined collaboratively by district leaders, school administrators, and instructional staff to identify patterns, root causes, and priority areas for improvement. This structured methodology ensured that the needs assessment was grounded in evidence from multiple levels and over multiple years, providing a strong foundation for the turnaround plan.

Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.

The district will retain the current principal from the 2024–2025 school year to ensure stability and leadership continuity. To further strengthen school leadership and instructional support, the district will expand the administrative team by adding one assistant principal and two additional full-time instructional coaches. In total, three instructional coaches will directly support ELA, math, and science. They will provide weekly in-class support, model effective instructional practices, and offer feedback to teachers.

Improving instructional quality remains a central focus of the turnaround efforts. District curriculum specialists will collaborate with teachers and instructional coaches to model lessons, support planning and enhance instructional practices. Teachers will participate in weekly Professional Learning Communities (PLCs) focused on benchmark-aligned planning, student work analysis and instructional refinement. Grade-level teams and administrators will hold monthly data chats to monitor student progress and adjust instruction accordingly.

A District Support Team, comprising the Assistant Superintendent of Academic Services, Directors of Elementary and Secondary Education, Director of Professional Learning, and District ELA and Math Specialists, will meet monthly with school leaders to review implementation progress, address barriers and provide targeted support. The team will conduct weekly walkthroughs and provide immediate feedback to the administrative team. They will track implementation using walkthrough tools, leadership coaching logs, data trackers and ongoing reviews aligned with school goals.

The district will provide ongoing professional learning in critical instructional areas, including the Science of Reading, explicit instruction, differentiated instruction and Multi-Tiered System of Supports (MTSS). These learning opportunities will respond to staff needs and trends in instructional data. The principal and assistant principal will attend monthly Principal and Assistant Principal Leadership Meetings, where they will engage in professional learning led by the Bureau of School Improvement (BSI), local universities, Just Read! Florida and district staff. These sessions will align with progress monitoring data to ensure targeted support and continuous leadership development.

Identify strategies that have not resulted in improvement. What will be done differently?

Identifying, recruiting, and retaining highly effective teachers remains an ongoing challenge for the district. In previous years, Chattahoochee Elementary School (CES) has had to rely on instructional coaches and



substitute teachers to cover classes when certified instructors were unavailable. This lack of qualified teachers has negatively impacted student growth, as reflected in the data noted above.

To address these challenges, CES will implement the following adjustments: When a substitute teacher is covering a class, students will be temporarily reassigned to certified teachers for core instruction, particularly during the reading and math blocks. Teachers have also been scheduled to teach subjects most closely aligned with their certification areas, ensuring instruction is both appropriate and effective. Instructional coaches will continue to provide modeling, direct support in classrooms, and assistance when substitutes are required. In addition, to strengthen instructional delivery and build teacher capacity, the district's reading and math coaches are assigned to CES two days each week to provide ongoing professional development and coaching.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

- 1. Accountable and Shared Leadership
- 2. Standards-based Instruction and Learning (for student and adult learners)
- 3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.

Accountable and Shared Leadership

A District Support Team, led by the Assistant Superintendent of Academic Services, will conduct weekly walkthroughs, bi-weekly leadership meetings, and monthly data reviews to monitor student progress and instructional practices. Leadership responsibilities will be distributed among the school leadership team, instructional coaches, and grade-level chairs to ensure that decision-making is data-driven and aligned to school goals. Leadership development will include targeted coaching and mentorship to build the principal's capacity in instructional leadership, staff supervision, and effective use of progress monitoring data.

Standards-based Instruction and Learning (for student and adult learners)

Instructional priorities are anchored in the B.E.S.T. Standards and aligned to the district's adopted curricula. Teachers will receive targeted professional development focused on literacy instruction, mathematics pedagogy, and the use of assessment data to guide instruction. Instructional coaches and district reading and math specialists will provide ongoing job-embedded support through lesson modeling, co-teaching, and professional learning communities (PLCs). To address low proficiency rates, particularly in 4th grade ELA and Math (9%), teachers have been reassigned to subjects aligned with their certifications, and substitutes will not provide core instruction without certified teacher oversight. Intervention programs, such as UFLI Foundations, i-Ready, and Project Read, will be implemented with fidelity to close learning gaps. Bi-weekly progress monitoring meetings will ensure instructional adjustments are timely and data-driven.

Positive Culture and Environment

The district will continue to strengthen positive behavior supports through the implementation of a Multi-Tiered System of Supports (MTSS). Monthly recognition initiatives for both students and staff,

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supported by community partners, will reinforce positive outcomes and celebrate success. Clear social and academic expectations will be consistently communicated through a school-wide behavior plan designed to guide student conduct and promote accountability. In addition, the Exceptional Student Education (ESE) department has assigned a dedicated team—including a program specialist, school psychologist, and other support staff—to work directly with identified students to ensure their success. Classroom teachers will receive guidance and monitoring to ensure that each student's Individual Education Plan (IEP) is implemented with fidelity.

Part B.

Assurance 1: District Capacity and Support

The District Executive Management Team (EMT), comprised of the Superintendent, Assistant Superintendent for Academic Services, Assistant Superintendent for Support Services, School Safety Director, Director of Human Resources, Director of Finance, and Director of Federal Programs, meets weekly to analyze data, collaborate, and problem-solve to address school needs. In addition, the Extended Executive Management Team (EEMT)—which includes leaders responsible for curriculum, general and special education, student services, human resources, professional development, family and community engagement, transportation, maintenance, and technology—meets monthly to plan and review progress on school and district improvement initiatives.

The Assistant Superintendent for Academic Services serves as the lead for the turnaround effort and reports directly to the Superintendent. A district team consisting of the Assistant Superintendent for Academic Services, Directors of Elementary and Secondary Education, Director of Professional Learning, and District ELA and Math Specialists meet and conducts weekly walkthroughs and provides immediate feedback to school administrative teams.

To support instructional decision-making, progress monitoring assessments aligned to the Florida State Academic Standards in ELA, mathematics, social studies, and science are administered through the Renaissance Suite (Star Early Literacy, Star Reading, Star Math) and curricular assessments for social studies and science. These assessments provide timely data to inform instruction, guide intervention, and evaluate progress toward school improvement goals.

Assurance 2: School Capacity-Leaders and Educators

With ongoing district support and professional development, the school principal and assistant principal are positioned to strengthen their capacity to improve student achievement.

Leaders: An annual professional development plan, as required by the Florida Department of Education, has been developed by the Director of Professional Learning in collaboration with the Assistant Superintendent of Academic Services, the Directors of Elementary and Secondary Education, the Director of Federal Programs, principals, and teachers. This plan outlines ongoing, tiered support designed to strengthen leadership capacity and enhance educator effectiveness.

The district has completed a Principal Verification Form for principal placement, which has been approved by the Florida Department of Education. The district assures that, upon entry into district-managed turnaround, the principal will be replaced unless recommended for retention in collaboration with the Department. This determination will be based on the individual's prior turnaround record and degree of success, the length of time since that success, the similarity of student populations, and other factors that indicate the principal's likelihood of achieving turnaround success at this school.

Educators



The district continues to review and refine its practices in hiring, recruitment, retention, and reassignment of instructional personnel, with a strong priority placed on student performance data. Incentives have been implemented to strengthen recruitment efforts and attract qualified candidates.

To support equitable staffing, the district strategically assigns higher-performing teachers to School Improvement schools and closely monitors hiring practices. Instructional personnel without a state VAM rating and those who do not demonstrate evidence of increasing student achievement are not rehired at the school level.

Recognizing the ongoing teacher shortage across Florida, the district has made every effort, in accordance with section 1012.2315(2)(a), F.S., to ensure that the percentage of temporarily certified instructional personnel, personnel in need of improvement, or out-of-field instructional staff at the school does not exceed the district average.

To ensure that K-12 intensive reading instruction is provided by properly certified teachers, the district is actively participating in training programs that prepare a cadre of trainers to facilitate the reading endorsement.

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

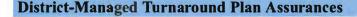
Correlation between SIP and TOP-2:

Data analysis conducted to develop the School Improvement Plan (SIP) revealed several contributing factors to the need for improvement, including inconsistent benchmark-aligned Tier 1 instruction, limited use of progress monitoring data, and minimal differentiated instruction—all of which reduced instructional effectiveness. These factors serve as the foundation for the District-Managed Turnaround Plan (TOP-2).

Describe how the district and school leadership team are working together to implement the plans to improve the school.

The District is committed to providing the most effective instructional support for Chattahoochee Elementary School to ensure that students receive a high-quality education. To achieve this, the District will implement the following strategies:

- Host monthly leadership meetings with the school principal, focusing on attendance, behavior, and course performance data.
- Monitor student performance using district assessments.
- Offer professional learning opportunities for instructional leaders and staff.
- Deliver instructional support through ELA and Mathematics instructional specialists.
- Provide intervention and acceleration services to students based on data analysis.
- Host quarterly parent meetings to keep families informed of student progress and share information critical to student success.





The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

☑ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

™ The district shall ensure that instructional programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with section 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

☑ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

- 1. Describe the district leadership team and its role in implementing the DMT plan.
- 2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
- 3. Identify how the new or revised instructional programs align to Florida's state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
- 4. Describe how the instructional and intervention programs for reading are consistent with section 1001.215(8), F.S.
- 5. Identify progress monitoring and summative assessments aligned to Florida's state academic standards that will be used in the school.



- 6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
- 7. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
- 8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan and for K-4 students with a substantial deficiency in mathematics.
- 9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
- 10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

Describe the district leadership team and its role in implementing the DMT plan.

The district's leadership team—comprised of the Superintendent, Assistant Superintendent of Academic Services, Assistant Superintendent of Support Services, Director of Human Resources, Director of Finance, Coordinator of Safety, and the Community Affairs/Public Relations Coordinator—meets weekly to review district and state assessment data and to collaborate on problem-solving strategies. These meetings focus on supporting school success and addressing internal and external barriers that may hinder school improvement.

Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes

The Human Resources Department has prioritized the school for staffing by sending district-identified candidates to the principal for review before considering placements at other schools. Once candidates are cleared, the principal has the autonomy to make final selections. Teacher VAM data is provided to ensure that the most effective and committed teachers are placed at the school. Both voluntary and involuntary transfers are utilized strategically to strengthen instructional capacity and raise student achievement. Transfer decisions are guided by principal requests, employee requests, VAM data, and principal evaluations. This approach is designed to provide the school with a fresh start, reinforce the School Improvement Plan, and accelerate student growth. To further support instructional improvement, a highly qualified reading specialist is assigned to build teacher capacity, enhance reading performance, and foster safe and positive classroom environments, while a highly qualified math specialist is assigned to strengthen mathematics instruction and student outcomes.

Identify how the new or revised instructional programs align to Florida's state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.

This year marks the first year of implementation for UFLI Foundations, alongside continued use of Amira, HMH Into Reading, and HMH Into Math. All instructional materials being used by the school are on the state-approved list of instructional materials. Previous challenges in instructional outcomes were not due to the resources themselves but rather to inconsistent delivery of benchmark-aligned Tier 1 instruction, limited use of progress monitoring data to inform decisions, and minimal differentiated instruction to meet diverse student needs.



To maximize resources, ensure authentic implementation, and verify the effectiveness of supplemental programs, instructional leaders are expected to reduce the number of supplemental resources. This practice will allow educators to measure effectiveness through intentional implementation and evaluation.

The turnaround plan addresses these issues by focusing on fidelity of implementation—ensuring that teachers consistently provide standards-based Tier 1 instruction, leverage progress monitoring data (FAST, Renaissance, i-Ready, Amira) to drive instruction, and apply differentiation strategies to accelerate growth for fragile learners.

Describe how the instructional and intervention programs for reading are consistent with section 1001.215(8), F.S.

The district actively participates in all professional learning activities offered by PAEC and local universities. To build internal capacity, individuals have been identified to receive training as trainers, thereby increasing the number of teachers who hold a reading endorsement. In addition, the district will utilize the expertise and support of the State Regional Literacy Director.

Students demonstrating significant reading deficiencies have been identified, and the school provides targeted support through individual and small-group instruction, with a specific focus on strengthening foundational reading skills.

Identify progress monitoring and summative assessments aligned to Florida's state academic standards that will be used in the school.

District progress monitoring is conducted quarterly, while classroom teachers use curriculum-aligned progress monitoring tools to track student growth and identify areas of need. The district administers Star Reading (Grades K–5) and Star Mathematics (Grades K–5) as part of this process. In addition, the school will participate in the progress monitoring systems provided by the Florida Department of Education.

Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.

Based on the analysis of progress monitoring and summative assessment data, the district is implementing several changes to provide continuous support for the school. Reading and Math instructional specialists have been assigned to the school to deliver targeted coaching using a structured model of pre-planning, modeling, observing, and debriefing. These specialists, in collaboration with the leadership team, will guide Professional Learning Communities and common planning sessions to ensure teachers develop standards-based lessons and incorporate differentiated strategies. Weekly data analysis by the school leadership team and instructional specialists will be used to assign interventions, monitor student progress, and adjust instruction as needed through pull-outs and push-ins. Teachers will receive ongoing professional development in standards-based instruction to address gaps in understanding of the Florida Standards and to strengthen Tier 1 instruction. Instructional support will be assigned to teachers based on data outcomes, with modeling, peer observations, and coaching provided to build capacity. These changes ensure a continuous cycle of planning, implementation, monitoring, and adjustment to improve student achievement.

Explain the district's allocation of supports and resources and how they align to the specific needs of the school.

The district has strategically allocated supports and resources to meet the identified needs of the school. To address low proficiency rates in reading and mathematics, instructional specialists are assigned to provide targeted coaching and support in evidence-based practices, with time shared at CES. The



turnaround principal will focus on building relationships and strengthening school culture to elevate teacher and student expectations, directly responding to the need for improved climate and accountability. Federal Title allocations, school improvement funds, and FEFP resources have been prioritized for this turnaround effort, with the principal given direct access to request resources in compliance with federal and state requirements. Priority for allocations will be provided to the school to ensure the effective implementation of standards-aligned instruction, strengthened leadership, and an improved culture of learning.

Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.

There are no policies or practices identified that require review or revision to support the school.

Describe the system that the district will put in place to review and monitor the effectiveness of the support.

The district will implement a multi-level monitoring system to review and ensure the effectiveness of supports provided to the school. The District Support Team, led by the Assistant Superintendent of Academic Services, will conduct weekly classroom walkthroughs with instructional specialists and school leaders to monitor instructional delivery and provide immediate feedback. Bi-weekly data meetings will be held with the school leadership team to review student performance on progress monitoring assessments, identify trends, and adjust interventions. At the district level, the Executive Management Team will review school data monthly, evaluating the impact of resources, coaching, and professional development on teacher practice and student achievement. The Extended Executive Management Team will also meet monthly to assess districtwide progress and ensure alignment of resources and supports. Effectiveness will be measured through improvements in Tier 1 instruction, fidelity of intervention implementation, student attendance, and growth on both progress monitoring and summative assessments. Adjustments to the level or type of support will be made as needed to ensure continuous improvement and sustainability.

Assurance 2: School Capacity-Leaders and Educators

☑ The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

- ☑ The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.
- ☑ The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.



☑ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

- ☑ The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.
- ☑ The district shall ensure the instructional staff who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- ☑ The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field teachers assigned to the school is at least or at a minimum, not higher than the district average.
- ⊠ Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

- 1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
- 2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
- 3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
- 4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
- 5. How does the district build the capacity of turnaround leaders?
- 6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
- 7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders



Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.

The district proposed, and the Florida Department of Education approved, the retention of the current principal, Mrs. Zola Akins, from the 2024–2025 school year. Her official start date for the 2025–2026 school year was July 1, 2025.

Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.

Principal Zola M. Akins brings more than twenty-four years of educational experience and a proven record of success in turnaround schools. As Assistant Principal at Havana Elementary, she helped move the school from an "F" to a "D," and at Greensboro Elementary, she supported sustained academic improvement that resulted in consistent "A" and "B" school grades. As an academic coach, her leadership at George W. Munroe and Stewart Street Elementary contributed to significant gains, including raising writing proficiency from 41% to 83% and helping a school exit the state's lowest 300 list. Now serving as Principal of Chattahoochee Elementary, she has already demonstrated success by increasing proficiency in 3rd grade ELA and Math. Her qualifications include deep expertise in curriculum design, instructional leadership, and data-driven decision-making, coupled with a commitment to fostering positive relationships with staff, students, families, and community stakeholders. These accomplishments, combined with her doctoral-level training in educational leadership, position her as a highly qualified leader capable of driving school improvement and supporting the needs of the community she serves.

Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.

The school leadership team has been restructured to strengthen the school's turnaround capacity. An assistant principal has been added to the team along with a math coach to provide targeted instructional support. All teachers with "Needs Improvement" or "Unsatisfactory" VAM scores have been replaced with teachers rated Effective or Highly Effective to ensure strong classroom instruction in the tested grades. The math coach brings direct turnaround experience, having successfully served in the same role at a turnaround school. While the assistant principal does not have previous turnaround experience, she served as a lead teacher at one of the district's RAISE schools, where she mentored novice teachers and supported instructional improvement. Together, this restructured leadership team combines proven turnaround expertise with instructional leadership experience to support sustainable growth at the school.

Does the district offer incentives to attract and retain principals willing to lead a turnaround school?

Currently, the school only has access to funds offered through the Florida Department of Education's UniSIG Teacher and Administrator Grant to attract and retain principals willing to lead a turnaround school.

How does the district build the capacity of turnaround leaders?

The district builds the capacity of turnaround leaders through multiple layers of professional learning, evaluation, and support. Leaders are provided opportunities to participate in the Florida Collaborative Leadership for All Students' Success Program, national and state conferences, and district-sponsored institutes focused on high-poverty, at-risk, and minority student populations. Each administrator is



evaluated annually in three domains—Student Growth Measures, Leadership Practice, and Deliberate Practice—with Individual Performance Intervention Plans (IPIPs) issued for those rated "Needs Improvement" or "Unsatisfactory." Leadership development is strengthened through access to professional courses, collaboration with district specialists, and training in standards-based instruction and feedback practices. Monthly district leadership team meetings provide principals with time to analyze data, share best practices, and engage in collaborative learning. In addition, principals receive classroom observation support and are afforded operational flexibility in selecting leadership team members, instructional specialists, and other staff to best meet the school's needs and culture.

What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?

The turnaround principal is afforded significant operational flexibility to ensure the success of the school. The principal has full authority to select the school leadership team, recommend staff for key positions, and hire teachers who are committed to the turnaround plan. No teacher will be placed at the school without the principal's approval, and staff members who do not support the improvement plan may be removed at the principal's request. In addition, the principal has flexibility to design the school schedule, group students, implement additional interventions, and adjust instructional strategies to meet student needs. Resources, including Title I, school improvement, and FEFP allocations, are prioritized for the school and made accessible to the principal, provided they comply with program requirements.

What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

If the school's grade does not improve after the first year of this plan, the district will conduct a comprehensive review of the principal and leadership team's effectiveness. Based on this review, the district will determine whether additional targeted support, coaching, or restructuring of leadership roles is necessary. If insufficient progress is evident, the principal will be replaced, and the leadership team will be re-evaluated to ensure alignment with the needs of the incoming turnaround leader.

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

- 1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
- 2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
- 3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
- 4. Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective to reduce turnover at turnaround schools?



Assurance 2: Narrative-School Capacity- Educators

What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?

District policies support priority hiring for turnaround schools to ensure that the most fragile schools have access to the strongest instructional staff. Because funds are not available to provide recruitment or retention bonuses, the district relies heavily on state-provided incentives to attract and retain qualified teachers in these settings. Vacancies in core content areas such as reading, mathematics, science, and social studies are given first consideration, and the hiring process is managed at the district level so that turnaround schools are staffed before other schools may begin filling positions. Staffing meetings with principals are conducted each spring to review projected enrollment, analyze student performance data, and identify instructional needs well in advance of the new school year. Teachers with Highly Effective and Effective VAM ratings are prioritized for placement in tested grades to maximize student learning gains, while those rated Needs Improvement or Unsatisfactory are not placed in turnaround schools. Although there is no formal MOU or union agreement governing this process, the district collaborates closely with the bargaining unit to maintain contractual compliance while ensuring that staffing decisions address the urgent instructional needs of turnaround schools.

How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?

The school principal has the flexibility to reassign staff to ensure that students are instructed by certified instructional personnel. For additional classes, the district allows the school principal to reassign students for core classes so that instruction is provided by a highly qualified teacher. In addition, the district uses technology to allow students access to highly effective instruction while being monitored by both a substitute teacher and a paraprofessional.

Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?

The district does not currently offer bonuses to instructional personnel. No recruitment or retention incentives tied to qualifications, performance, or length of employment have been implemented, and there is no union agreement in place regarding such bonuses.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?



- 2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
- 3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
- 4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?

The district has taken deliberate steps to recruit and assign teachers with Highly Effective and Effective VAM ratings to CES. VAM data is reviewed during the hiring and reassignment process to prioritize the placement of Highly Effective and Effective teachers in tested grades.

How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?

Two instructional personnel were reassigned or not renewed based on state VAM ratings of *Needs Improvement* or *Unsatisfactory*.

Confirm that all reassigned instructional personnel were not reassigned to SI schools.

No instructional personnel with state VAM ratings of *Needs Improvement* or *Unsatisfactory* were reassigned to School Improvement (SI) schools.

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

The district has filled all instructional vacancies with certified personnel except for one remaining 4th grade position. This vacancy is currently being advertised through the district's system, Indeed.com, and other media outlets to ensure it is filled with a qualified, certified teacher.

Fill out the table below to verify the VAM classification data.

VAM DATA – School % Compared to District and State %				
VAM Data	Highly	Effective	Needs	Unsatisfactory
	Effective (HE)	(EF)	Improvement	(UN)
			(NI)	
Number of	0	1	0	0
instructional				
personnel				
School %	0%	100%	0%	0
District %	3.53%	60%	28.24%	8.24%
State %	11. 82%	68.21%	12.29%	7.69%

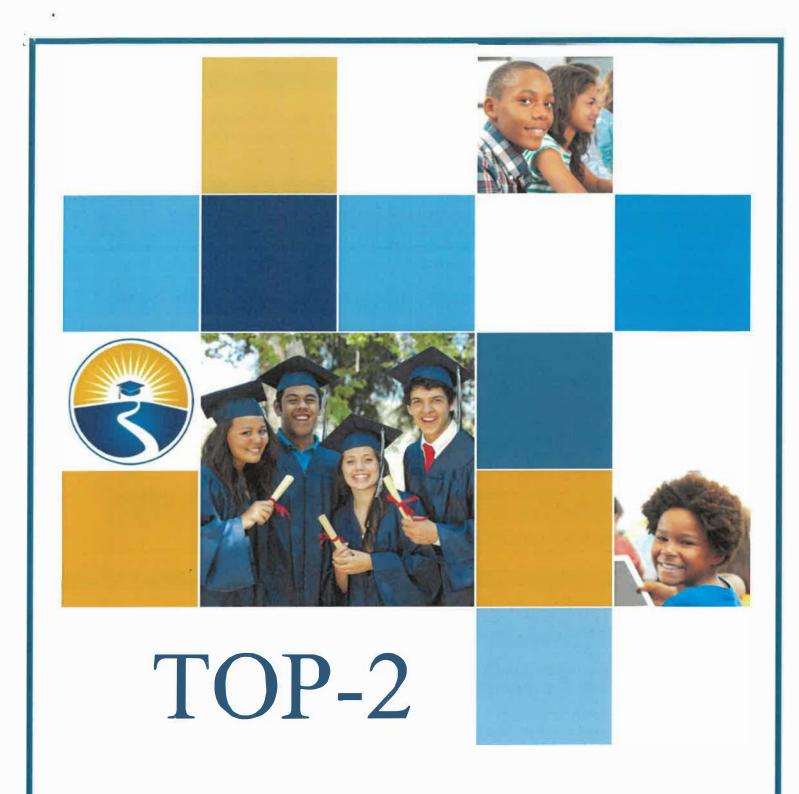


Acknowledgment

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for completing and submitting the TOP-2		
Contact information: email, phone number		
Date submitted to the RED and the Bureau of School Improvement (due October 1)		
Superintendent signature (or authorized representative)		
Local School Board Chair Signature (or authorized representative)		
Date local school board approved		





[Gadsden]
[West Gadsden Middle School]

Due: October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

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Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school required to implement a district-managed turnaround plan. The district must submit this plan to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and BSI@fldoe.org no later than October 1. The subject line of the email must include the district name, school name and TOP-2 (DMT).

Districts must update this Step 2 form as an addendum to the Charter School Turnaround Option Plan TOP-2 form for sustained operation of the school when a Charter School Turnaround Option Plan is selected in the TOP-1 form. The plan must be submitted following the above guidelines.

School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number

West Gadsden Middle School/0052

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

- 1. Transformational Leadership
- 2. Standards-based Instruction and Learning (for student and adult learners)
- 3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.



Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

To conduct the needs assessment for West Gadsden Middle School, (WGMS), the district analyzed three years of trend data at the state, district, and school levels. Multiple data sources were reviewed, including progress monitoring results from Renaissance STAR, FAST, and i-Ready; student discipline and attendance records from FOCUS/SKYWARD; and School Climate Survey feedback. School grades from 2023 to 2025 (C, D, D) were compared with district and state averages to evaluate long-term performance. Proficiency rates in ELA and mathematics were disaggregated by grade level and benchmarked against district and state results to identify achievement gaps. Data was examined collaboratively by district leaders, school administrators, and instructional staff to identify patterns, root causes, and priority areas for improvement. This structured methodology ensured that the needs assessment was grounded in evidence from multiple levels and over multiple years, providing a strong foundation for the turnaround plan.

Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.

The district proposed, and the Florida Department of Education approved, the appointment of Ms. Cheryl Moody as principal of West Gadsden Middle School for the 2025–2026 school year. To further enhance leadership and instructional capacity, an additional assistant principal has been appointed, bringing the total to two. The district has also hired a math coach and is actively recruiting for a reading coach. These instructional leaders will provide weekly in-class support, model effective teaching practices, and deliver targeted feedback to strengthen classroom instruction.

Improving instructional quality remains a central focus of the turnaround efforts. District curriculum specialists will collaborate with teachers and instructional coaches to model lessons, support planning and enhance instructional practices. Teachers will participate in weekly Professional Learning Communities (PLCs) focused on benchmark-aligned planning, student work analysis and instructional refinement. Gradelevel teams and administrators will hold monthly data chats to monitor student progress and adjust instruction accordingly.

A District Support Team, comprising the Assistant Superintendent of Academic Services, Directors of Elementary and Secondary Education, Director of Professional Learning, and District ELA and Math Specialists, will meet monthly with school leaders to review implementation progress, address barriers and provide targeted support. The team will conduct weekly walkthroughs and provide immediate feedback to the administrative team. They will track implementation using walkthrough tools, leadership coaching logs, data trackers and ongoing reviews aligned with school goals.

The district will provide ongoing professional learning in critical instructional areas, including the Science of Reading, explicit instruction, differentiated instruction and Multi-Tiered System of Supports (MTSS). These learning opportunities will respond to staff needs and trends in instructional data. The principal and assistant principal will attend monthly Principal and Assistant Principal Leadership Meetings, where they will engage in professional learning led by the Bureau of School Improvement (BSI), local universities, Just Read! Florida and district staff. These sessions will align with progress monitoring data to ensure targeted support and continuous leadership development.



Identify strategies that have not resulted in improvement. What will be done differently?

Identifying, recruiting, and retaining highly effective teachers remains an ongoing challenge for the district. In previous years, West Gadsden Middle School has had to rely on instructional coaches and substitute teachers to cover classes when certified instructors were unavailable. This lack of qualified teachers has negatively impacted student growth, as reflected in the data noted above.

To address these challenges, West Gadsden Middle School will implement several targeted adjustments. When a substitute teacher is assigned to a class, students will be temporarily reassigned to certified teachers for core instruction to ensure continuity and quality of learning. Teachers have been scheduled to teach subjects aligned with their certification areas, strengthening instructional relevance and effectiveness. Instructional coaches will continue to provide lesson modeling, direct classroom support, and assistance when substitutes are needed. Furthermore, to enhance instructional delivery and build teacher capacity, the district's reading and math coaches will be assigned to WGMS two days each week to provide ongoing professional development and job-embedded coaching.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

- 1. Accountable and Shared Leadership
- 2. Standards-based Instruction and Learning (for student and adult learners)
- 3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.

Accountable and Shared Leadership

A District Support Team, led by the Assistant Superintendent of Academic Services, will conduct weekly walkthroughs, bi-weekly leadership meetings, and monthly data reviews to monitor student progress and instructional practices. Leadership responsibilities will be distributed among the school leadership team, instructional coaches, and grade-level chairs to ensure that decision-making is data-driven and aligned to school goals. Leadership development will include targeted coaching and mentorship to build the principal's capacity in instructional leadership, staff supervision, and effective use of progress monitoring data.

Standards-based Instruction and Learning (for student and adult learners)

Instructional priorities are anchored in the B.E.S.T. Standards and aligned to the district's adopted curricula. Teachers will receive targeted professional development focused on literacy instruction, mathematics pedagogy, and the use of assessment data to guide instruction. Instructional coaches and district reading and math specialists will provide ongoing job-embedded support through lesson modeling, co-teaching, and professional learning communities (PLCs). To address low proficiency rates teachers have been reassigned to subjects aligned with their certifications, and substitutes will not provide core instruction without certified teacher oversight. Intervention programs, such as, iXL, Achieve 3000 and iReady, will be implemented with fidelity to close learning gaps. Bi-weekly progress monitoring meetings will ensure instructional adjustments are timely and data-driven.



Positive Culture and Environment

The district will continue to strengthen positive behavior supports through the implementation of a Multi-Tiered System of Supports (MTSS). Monthly recognition initiatives for both students and staff, supported by community partners, will reinforce positive outcomes and celebrate success. Clear social and academic expectations will be consistently communicated through a school-wide behavior plan designed to guide student conduct and promote accountability. In addition, the Exceptional Student Education (ESE) department has assigned a dedicated team—including a program specialist, school psychologist, and other support staff—to work directly with identified students to ensure their success. Classroom teachers will receive guidance and monitoring to ensure that each student's Individual Education Plan (IEP) is implemented with fidelity.

Part B.

Assurance 1: District Capacity and Support

The District Executive Management Team (EMT), comprised of the Superintendent, Assistant Superintendent for Academic Services, Assistant Superintendent for Support Services, School Safety Director, Director of Human Resources, Director of Finance, and Director of Federal Programs, meets weekly to analyze data, collaborate, and problem-solve to address school needs. In addition, the Extended Executive Management Team (EEMT)—which includes leaders responsible for curriculum, general and special education, student services, human resources, professional development, family and community engagement, transportation, maintenance, and technology—meets monthly to plan and review progress on school and district improvement initiatives.

The Assistant Superintendent for Academic Services serves as the lead for the turnaround initiative and reports directly to the Superintendent. Supporting this effort, a district team composed of the Assistant Superintendent, the Directors of Elementary and Secondary Education, the Director of Professional Learning, and the District ELA and Math Specialists conduct weekly walkthroughs and provide immediate, actionable feedback to school leadership teams.

To support instructional decision-making, progress monitoring assessments aligned to the Florida State Academic Standards in ELA, mathematics, social studies, and science are administered through the Renaissance Suite (Star Reading and Math) and curricular assessments for social studies and science. These assessments provide timely data to inform instruction, guide intervention, and evaluate progress toward school improvement goals.

Assurance 2: School Capacity-Leaders and Educators

With ongoing district support and professional development, the school principal and assistant principals are positioned to strengthen their capacity to improve student achievement.

Leaders: An annual professional development plan, as required by the Florida Department of Education, has been developed by the Director of Professional Learning in collaboration with the Assistant Superintendent of Academic Services, the Directors of Elementary and Secondary Education, the Director of Federal Programs, principals, and teachers. This plan outlines ongoing, tiered support designed to strengthen leadership capacity and enhance educator effectiveness.

The district has completed a Principal Verification Form for principal placement, which has been approved by the Florida Department of Education. The district assures that, upon entry into district-managed



turnaround, the principal will be replaced unless recommended for retention in collaboration with the Department. This determination will be based on the individual's prior turnaround record and degree of success, the length of time since that success, the similarity of student populations, and other factors that indicate the principal's likelihood of achieving turnaround success at this school.

Educators

The district continues to review and refine its practices in hiring, recruitment, retention, and reassignment of instructional personnel, with a strong priority placed on student performance data. Incentives have been implemented to strengthen recruitment efforts and attract qualified candidates.

To support equitable staffing, the district strategically assigns higher-performing teachers to School Improvement schools and closely monitors hiring practices. Instructional personnel without a state VAM rating and those who do not demonstrate evidence of increasing student achievement are not rehired at the school level.

Recognizing the ongoing teacher shortage across Florida, the district has made every effort, in accordance with section 1012.2315(2)(a), F.S., to ensure that the percentage of temporarily certified instructional personnel, personnel in need of improvement, or out-of-field instructional staff at the school does not exceed the district average.

To ensure that K-12 intensive reading instruction is provided by properly certified teachers, the district is actively participating in training programs that prepare a cadre of trainers to facilitate the reading endorsement. In addition, stipends are offered to encourage teachers to pursue and obtain reading certification or endorsement.

Explain the correlation between the School Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

Correlation between SIP and TOP-2:

Data analysis conducted to develop the School Improvement Plan (SIP) revealed several contributing factors to the need for improvement, including inconsistent benchmark-aligned Tier 1 instruction, limited use of progress monitoring data, and minimal differentiated instruction—all of which reduced instructional effectiveness. These factors serve as the foundation for the District-Managed Turnaround Plan (TOP-2).

Describe how the district and school leadership team are working together to implement the plans to improve the school.

The District is committed to providing the most effective instructional support for West Gadsden Middle School to ensure that students receive a high-quality education. To achieve this, the District will implement the following strategies:

- Host monthly leadership meetings with the school principal, focusing on attendance, behavior, and course performance data.
- Monitor student performance using district assessments.
- Provide fiscal resources to recruit and retain highly effective instructional personnel.
- Offer professional learning opportunities for instructional leaders and staff.



- Deliver instructional support through ELA and Mathematics instructional specialists.
- Provide intervention and acceleration services to students based on data analysis.
- Host quarterly parent meetings to keep families informed of student progress and share information critical to student success.

District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

Assurance 1: District Capacity and Support

☑ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☑ The district shall ensure that instructional programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with section 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science and the arts.

☑ The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of



support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

- 1. Describe the district leadership team and its role in implementing the DMT plan.
- 2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
- 3. Identify how the new or revised instructional programs align to Florida's state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
- 4. Describe how the instructional and intervention programs for reading are consistent with section 1001.215(8), F.S.
- 5. Identify progress monitoring and summative assessments aligned to Florida's state academic standards that will be used in the school.
- 6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
- 7. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
- 8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan and for K-4 students with a substantial deficiency in mathematics.
- 9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
- 10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

Describe the district leadership team and its role in implementing the DMT plan.

The district's leadership team—comprised of the Superintendent, Assistant Superintendent of Academic Services, Assistant Superintendent of Support Services, Director of Human Resources, Director of Finance, Coordinator of Safety, and the Community Affairs/Public Relations Coordinator—meets weekly to review district and state assessment data and to collaborate on problem-solving strategies. These meetings focus on supporting school success and addressing internal and external barriers that may hinder school improvement.

Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes

The Human Resources Department has prioritized the school for staffing by sending district-identified candidates to the principal for review before considering placements at other schools. Once candidates are cleared, the principal has the autonomy to make final selections. Teacher VAM data is provided to ensure that the most effective and committed teachers are placed at the school. Both voluntary and involuntary transfers are utilized strategically to strengthen instructional capacity and raise student achievement. Transfer decisions are guided by principal requests, employee requests, VAM data, and principal evaluations. This approach is designed to provide the school with a fresh start, reinforce the School Improvement Plan, and accelerate student growth. To further support instructional improvement, a highly



qualified reading specialist is assigned to build teacher capacity, enhance reading performance, and foster safe and positive classroom environments, while a highly qualified math specialist is assigned to strengthen mathematics instruction and student outcomes.

Identify how the new or revised instructional programs align to Florida's state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.

All instructional materials in use at the school are drawn from the state-approved list of resources, ensuring alignment to Florida's B.E.S.T. Standards in ELA, mathematics, social studies, and science. Supplemental materials are only selected if they are rated "Promising" or higher on the Evidence for ESSA website, which ensures that strategies used—such as explicit instruction, targeted small-group support, and content-area literacy practices—are backed by research as effective for high-poverty, at-risk students. To maximize resources and strengthen implementation, instructional leaders are reducing the number of supplemental materials in use. This represents a shift from previous practice, where multiple resources diluted instructional focus. The streamlined approach allows educators to implement programs with fidelity, monitor effectiveness more intentionally, and make adjustments based on student outcomes.

Describe how the instructional and intervention programs for reading are consistent with section 1001.215(8), F.S.

The district actively participates in all professional learning activities offered by PAEC and local universities. To build internal capacity, individuals have been identified to receive training as trainers, thereby increasing the number of teachers who hold reading endorsements. In addition, the district will utilize the expertise and support of the State Regional Literacy Director.

Students demonstrating significant reading deficiencies have been identified, and the school provides targeted support through individual and small-group instruction, with a specific focus on strengthening foundational reading skills.

Identify progress monitoring and summative assessments aligned to Florida's state academic standards that will be used in the school.

District progress monitoring is conducted quarterly, while classroom teachers use curriculum-aligned progress monitoring tools to track student growth and identify areas of need. The district administers Star Reading and Star Mathematics as part of this process. In addition, the school will participate in the progress monitoring systems provided by the Florida Department of Education.

Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.

Based on the analysis of progress monitoring and summative assessment data, the district is implementing several changes to provide continuous support for the school. Reading and Math instructional specialists have been assigned to the school to deliver targeted coaching using a structured model of pre-planning, modeling, observing, and debriefing. These specialists, in collaboration with the leadership team, will guide Professional Learning Communities and common planning sessions to ensure teachers develop standards-based lessons and incorporate differentiated strategies. Weekly data analysis by the school leadership team and instructional specialists will be used to assign interventions, monitor student



progress, and adjust instruction as needed through pull-outs and push-ins. Teachers will receive ongoing professional development in standards-based instruction to address gaps in understanding of the Florida Standards and to strengthen Tier 1 instruction. Instructional support will be assigned to teachers based on data outcomes, with modeling, peer observations, and coaching provided to build capacity. These changes ensure a continuous cycle of planning, implementation, monitoring, and adjustment to improve student achievement.

Explain the district's allocation of supports and resources and how they align to the specific needs of the school.

The district has strategically allocated supports and resources to meet the identified needs of the school. To address low proficiency rates in reading and mathematics, instructional specialists are assigned to provide targeted coaching and support in evidence-based practices, with time shared at WGMS. The turnaround principal will focus on building relationships and strengthening school culture to elevate teacher and student expectations, directly responding to the need for improved climate and accountability. Federal Title allocations, school improvement funds, and FEFP resources have been prioritized for this turnaround effort, with the principal given direct access to request resources in compliance with federal and state requirements. Priority for allocations will be provided to the school to ensure the effective implementation of standards-aligned instruction, strengthened leadership, and an improved culture of learning.

Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.

There are no policies or practices identified that require review or revision to support the school.

Describe the system that the district will put in place to review and monitor the effectiveness of the support.

The district will implement a multi-level monitoring system to review and ensure the effectiveness of support provided to the school. The District Support Team, led by the Assistant Superintendent of Academic Services, will conduct weekly classroom walkthroughs with instructional specialists and school leaders to monitor instructional delivery and provide immediate feedback. Bi-weekly data meetings will be held with the school leadership team to review student performance on progress monitoring assessments, identify trends, and adjust interventions. At the district level, the Executive Management Team will review school data monthly, evaluating the impact of resources, coaching, and professional development on teacher practice and student achievement. The Extended Executive Management Team will also meet monthly to assess districtwide progress and ensure alignment of resources and supports. Effectiveness will be measured through improvements in Tier 1 instruction, fidelity of intervention implementation, student attendance, and growth on both progress monitoring and summative assessments. Adjustments to the level or type of support will be made as needed to ensure continuous improvement and sustainability.

Assurance 2: School Capacity-Leaders and Educators

☑ The district shall ensure the school has effective leaders and educators capable of improving student achievement.



Leaders

☑ The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

☑ The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

☑ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

- ☑ The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.
- ☑ The district shall ensure the instructional staff who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- ☑ The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field teachers assigned to the school is at least or at a minimum, not higher than the district average.
- ☑ Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

- 1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
- 2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
- 3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
- 4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
- 5. How does the district build the capacity of turnaround leaders?
- 6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?



7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.

The district proposed, and the Florida Department of Education approved, the appointment of Ms. Cheryl Moody as principal of West Gadsden Middle School, effective July 1, 2025, for the 2025–2026 school year.

Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.

Ms. Cheryl Moody holds Florida certifications in Reading, Exceptional Student Education, Educational Leadership, and School Principal. She has a proven record of success in turnaround schools, with experience improving student achievement, school grades, and instructional practices across multiple Florida districts. At Gadsden County High School, her targeted reading instruction contributed to the school's improvement from an F to a C in two years. As Instructional Coach at West Gadsden High, she led PLCs and coached teachers, supporting increased graduation rates and learning gains. At West Gadsden Middle, she mentored teachers to achieve 87% Civics proficiency, moving the school within one point of raising its overall grade to a C.

Most recently, Ms. Moody helped Orlo Vista Elementary improve from a C to a B by strengthening Tier 2 reading interventions, enhancing planning structures, reducing behavioral disruptions, and building PBIS supports. She also supported Greensboro Elementary in maintaining a B rating through PLC facilitation and classroom observations. These experiences demonstrate her qualifications to lead turnaround work and her ability to implement evidence-based strategies that improve teaching and learning for diverse student populations.

Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.

The school leadership team has been strategically restructured to strengthen the school's turnaround capacity. An additional assistant principal has been added to the team, bringing the total to two. This new leader brings direct turnaround experience, having served as Assistant Principal at Gadsden County High School (2018–2021), where she played a key role in driving school improvement through instructional leadership, faculty development, and data-driven decision-making. In that role, she conducted and delivered professional development, supervised critical instructional departments including ESE, Guidance, ELA/Reading, and Social Studies, and ensured compliance with teacher certification and professional learning requirements. She collaborated closely with the leadership team, facilitated monthly data meetings, and presented progress updates at Bureau of School Improvement (BSI) meetings in 2020, demonstrating her capacity to connect school-level practices with district and state-level accountability. Her leadership also extended to student support, including college and career readiness guidance, oversight of dual enrollment, and interventions to address academic and behavioral needs.



To further strengthen instructional capacity, the district has hired a math coach and is actively recruiting for a reading coach. Additionally, all teachers with "Needs Improvement" or "Unsatisfactory" VAM scores have been replaced with educators rated Effective or Highly Effective, ensuring strong instruction in tested grades. Collectively, this restructured leadership team integrates proven turnaround expertise with instructional leadership experience to build sustainable systems for student achievement and school improvement.

Does the district offer incentives to attract and retain principals willing to lead a turnaround school?

Currently, the school only has access to funds offered through the Florida Department of Education's UniSIG Teacher and Administrator Grant to attract and retain principals willing to lead a turnaround school.

How does the district build the capacity of turnaround leaders?

The district builds the capacity of turnaround leaders through multiple layers of professional learning, evaluation, and support. Leaders are provided opportunities to participate in the Florida Collaborative Leadership for All Students' Success Program, national and state conferences, and district-sponsored institutes focused on high-poverty, at-risk, and minority student populations. Each administrator is evaluated annually in three domains—Student Growth Measures, Leadership Practice, and Deliberate Practice—with Individual Performance Intervention Plans (IPIPs) issued for those rated "Needs Improvement" or "Unsatisfactory." Leadership development is strengthened through access to professional courses, collaboration with district specialists, and training in standards-based instruction and feedback practices. Monthly district leadership team meetings provide principals with time to analyze data, share best practices, and engage in collaborative learning. In addition, principals receive classroom observation support and are afforded operational flexibility in selecting leadership team members, instructional specialists, and other staff to best meet the school's needs and culture.

What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?

The turnaround principal is afforded significant operational flexibility to ensure the success of the school. The principal has full authority to select the school leadership team, recommend staff for key positions, and hire teachers who are committed to the turnaround plan. No teacher will be placed at the school without the principal's approval, and staff members who do not support the improvement plan may be removed at the principal's request. In addition, the principal has flexibility to design the school schedule, group students, implement additional interventions, and adjust instructional strategies to meet student needs. Resources, including Title I, school improvement, and FEFP allocations, are prioritized for the school and made accessible to the principal, provided they comply with program requirements.

What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

If the school's grade does not improve after the first year of this plan, the district will conduct a comprehensive review of the principal and leadership team's effectiveness. Based on this review, the district will determine whether additional targeted support, coaching, or restructuring of leadership roles



is necessary. If insufficient progress is evident, the principal will be replaced, and the leadership team will be re-evaluated to ensure alignment with the needs of the incoming turnaround leader.

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

- 1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?
- 2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
- 3. Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?
- 4. Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?

District policies support priority hiring for turnaround schools to ensure that the most fragile schools have access to the strongest instructional staff. Because funds are not available to provide recruitment or retention bonuses, the district relies heavily on state-provided incentives to attract and retain qualified teachers in these settings. Vacancies in core content areas such as reading, mathematics, science, and social studies are given first consideration, and the hiring process is managed at the district level so that turnaround schools are staffed before other schools may begin filling positions. Staffing meetings with principals are conducted each spring to review projected enrollment, analyze student performance data, and identify instructional needs well in advance of the new school year. Teachers with Highly Effective and Effective VAM ratings are prioritized for placement in tested grades to maximize student learning gains, while those rated Needs Improvement or Unsatisfactory are not placed in turnaround schools. Although there is no formal MOU or union agreement governing this process, the district collaborates



closely with the bargaining unit to maintain contractual compliance while ensuring that staffing decisions address the urgent instructional needs of turnaround schools.

How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?

The school principal has the flexibility to reassign staff to ensure that students are instructed by certified instructional personnel. For additional classes, the district allows the school principal to reassign students for core classes so that instruction is provided by a highly qualified teacher. In addition, the district uses technology to allow students access to highly effective instruction while being monitored by both a substitute teacher and a paraprofessional.

Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?

The district does not currently offer bonuses to instructional personnel. No recruitment or retention incentives tied to qualifications, performance, or length of employment have been implemented, and there is no union agreement in place regarding such bonuses.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

- 1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?
- 2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
- 3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
- 4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?

The district has taken deliberate steps to recruit and assign teachers with Highly Effective and Effective VAM ratings to West Gadsden Middle School. VAM data is reviewed during the hiring and reassignment process to prioritize the placement of Highly Effective and Effective teachers in tested grades.

How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?

Three instructional personnel were reassigned or not renewed based on state VAM ratings of *Needs Improvement* or *Unsatisfactory*.



Confirm that all reassigned instructional personnel were not reassigned to SI schools.

No instructional personnel with state VAM ratings of *Needs Improvement* or *Unsatisfactory* were reassigned to School Improvement (SI) schools.

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

The district has filled all instructional vacancies with certified personnel except for one remaining Science position. This vacancy is currently being advertised through the district's system, Indeed.com, and other media outlets to ensure it is filled with a qualified, certified teacher.

Fill out the table below to verify the VAM classification data.

VAM DATA – School % Compared to District and State %				
VAM Data	Highly	Effective	Needs	Unsatisfactory
	Effective (HE)	(EF)	Improvement (NI)	(UN)
Number of instructional personnel	0	2	0	0
School %	0%	100%	0%	0
District %	3.53%	60%	28.24%	8.24%
State %	11.82%	68.21%	12.29%	7.69%

Acknowledgment

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for completing and submitting the TOP-2	
Contact information: email, phone number	
Date submitted to the RED and the Bureau of School Improvement (due October 1)	
Superintendent signature (or authorized representative)	1



Local School Board Chair Signature (or authorized representative)			
Date local school board approved			



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c
DATE OF SCHOOL BOARD MEETING: 9-23-25
TITLE OF AGENDA ITEM: Florida Postsecondary Comprehensive Transition Program Application
DIVISION: Career Technical and Adult Education (CTAE)
This is a CONTINUATION of a current project, grant, etc.
PURPOSE AND SUMMARY OF ITEM:
FUND SOURCE: Florida Center for Students with Unique Abilities Grant
AMOUNT: \$300,000.00
PREPARED BY: Willie A. Jackson
POSITION: Director
INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER
Number of ORIGINAL SIGNATURES NEEDED by preparer.
SUPERINTENDENT'S SIGNATURE: page(s) numbered
CHAIRMAN'S SIG NATURE page(s) numbered
REVIEWED BY: 9/10/0-5

Gadsden Technical College

Major (Ret.) Willie A. Jackson, Ed. D.



Director
Career Technical and Adult Education
"Opportunity at Your Fingertips"

201 Martin Luther King Jr, Blvd.
Quincy, FL 32351
Telephone: (850)875-8324 FAX: (850)875-7297
http://www.gadsdentech.org

Stephanie L. Moore
Asst. Director - Adult Education

Angela G. Sapp

Career & Technical Education

Coordinator

Doris Drake Practical Nursing Coordinator

September 5, 2025

RE: Request for approval of Florida Postsecondary Comprehensive Transition Program (FPCTP) Application

Mr. Elijah Key, Jr.

The University of Central Florida (UCF) agreed to write the grant application for GTC to provide services for a total of 10 students with unique abilities per year. The grant award should start in January 2026 with the first students enrollment in August 2026. The applicant is for three years with a five-year renewal. Based on the model explained at the conference, it would be a \$300,00 annual award. The Award funds two staff members (specialist and instructor) equipment, materials, and PD.

UCF conducted a site visit on September 3^{rd and} provided the following feedback: Dr. Jackson, thank you again for taking the time to answer my questions and take me on a tour of your picturesque campus yesterday. As promised, I am attaching a draft of your Florida Postsecondary Comprehensive Transition Program (FPCTP) application. Thank you all again for your dedication to improving the lives of students with intellectual disabilities. I have high hopes for this FPCTP and look forward to continuing to work with you all as we develop and implement your FPCTP.

Kindest regards,

Christian L Zimmerman, M.Ed.

Assistant Director of Programs
Florida Center for Students with Unique Abilities (FCSUA)
University of Central Florida
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

The application requires the Board and your approval. Is it possible to place the application request on next Board packet for approval?

MISSION STATEMENT

The mission of Gadsden Technical College is to provide industry linked programs and services opportunities to prepare students for the workforce in order to achieve economic self-sufficiency, contribute to the economic prosperity of Gadsden County, and compete in a global market.

University of Central Florida
College of Community Innovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250



Florida Postsecondary Comprehensive Transition Program (FPCTP) Application

Section 1: Institutional Information and Contacts

- Name of institution submitting this FPCTP application: Gadsen Technical College
- 2. Institution Type:

Career Center

- 3. Primary program contact:
 - a. Name: Kesandra Brown
 - b. Email address: brownk@gcpsmail.com
 - c. Telephone number:
 - d. Fax number:
 - e. Mailing address: 201 Martin Luther King Boulevard Quincy FL, 32351
- 4. Institution's president or executive director (e.g., CEO, superintendent) supporting this application and certifying that the program has been approved by the institution's governing board:
 - a. Name: Elijah Key Jr.
 - b. Email address: keye@gcpsmail.comc. Telephone number: (850)627-9651
 - d. Fax number: (850)627-2760
 - e. Mailing address: 35 Martin Luther King Jr Blvd, Quincy, FL 32351
- 5. Individual other than the primary program contact authorized by the institution to submit this application (if applicable):
 - a. Name: Dr. Willie A. Jackson
 - b. Email address: jacksonwi@gcpsmail.com
 - c. Telephone Number: (850)875-8324
 - d. Fax Number: (850)875-7297
 - e. Mailing address: 201 Martin Luther King Jr. Blvd, Quincy, FL, 32351

Telephone 407-823-5225 www.fcsua.org

Section 2: Student Eligibility and Admission

- Proposed Florida Postsecondary Comprehensive Transition Program (FPCTP) name:
 Pioneers
- 2. Describe how students with intellectual disabilities are/will be recruited to enroll in the proposed FPCT program.

Students with intellectual disabilities will be recruited to enroll in our Florida Postsecondary Comprehensive Transition Program (FPCTP) in several ways. First, our close proximity to our alternative learning center gives us the ability to walk a block or two and meet with prospective students. We also have a great working relationship with our school district, thanks in part to our successful dual enrollment and GED programs. We will utilized this relationship to recruit students from the other high school in Gadsen County. We will also work with our partners in Vocational Rehabilitation to recruit students to our FPCTP. Lastly, we will periodically run FOCUS diploma code reports to look for students with an intellectual disability who are already taking courses at Gadsen Technical College (GTC), but did not self-identify.

- 3. Describe the process through which student eligibility as student with intellectual disabilities will be verified, including the documentation used to determine eligibility:
 - a. Process and documentation to determine eligibility:

Students wishing to participate in our FPCTP must provide documentation of an intellectual disability by submitting their most recent IEP or psychological evaluation. Either must specifically state that the student has an intellectual disability.

- b. Name and title of individual (or group) who makes eligibility determination:
 - Dr. Willie A. Jackson- Director of Gadsen Technical College
- c. Kesandra Brown- Director of Exceptional Student Education Gadsen Technical College
- d. We will also include our program coordinator and an instructor as soon as they hired.
- 4. Describe how the final decision to admit students to the FPCTP will be made:
 - a. Criteria used to make admission decision:

Students must have completed high school and are no longer receiving services under the Individuals with Disabilities in Education Act (IDEA). In addition, students must

present documentation of an intellectual disability and demonstrate a strong desire to work once they complete our FPCTP.

b. Name and title of individual (or group) who makes the final admission decision:

Dr. Willie A. Jackson- Director of Gadsen Technical College Kesandra Brown- Director of Exceptional Student Education We will also include our program coordinator and an instructor as soon as they hired.

Maximum number of students the program expects to serve each year.
 10 Student(s)

Section 3: Assessment and Advising

- 1. Describe how assessments of students' interests, skills, and needs are:
 - a. Conducted

GTC has a thorough application and admissions process that helps to identify student's individual needs, interests, and skills. Each student will first meet with our Career Counselor to determine the career that best aligns with the student's interests, skills, and needs. They will then meet with our Admissions Coordinator who will review the student's documentation and help them identify their program of study. Next, each student will meet with one of our CTE Program Coordinators who will walk the student through their program. Through this process, we will ensure that students are in a career and technical education (CTE) course that aligns with their strengths, interests, and skills.

b. Used to identify and develop a student's "program of study"

We have identified four CTE programs for our students: Nail Specialty, Facials Specialty, Culinary Arts, and Principles of Teaching. Once a student completes the application and admission processes, they will be given a choice of four CTE programs to choose from, with a recommendation from the admission team as to which one best aligns with their interests, skills, and strengths.

2. Describe the program's advising structure.

Our admissions coordinator will provide prospective students with a list of courses and walk them through each one to ensure that they understand not only the academic work required of the program, but also the physical nature of their future careers.

Section 4: Program Description

- Describe the program for which the Institution is submitting a FPCTP application:
 A new program to serve students with intellectual disabilities specifically
- 2. Year in which your FPCTP will admit students: 2026-2027
- 3. Projected enrollment for the next five year:
 - O Enrolled in your existing program in the current year (enter 0 if this application is for a new program)
 - Number of students projected to enroll in your program next year (for new and existing programs)
 - 10 Number of students projected to enroll in your program the year after that (for new and existing programs)
 - 10 Number of students projected to enroll in your program the year after that (for new and existing programs)
 - 10 Number of students projected to enroll in your program the year after that (for new and existing programs)
- 4. The FPCTP Act requires that students attend the FPCTP no less than on a half-time basis.
 - a. How is half-time basis defined at the institution?

Half-time basis is defined as no less than 225 clock hours per semester.

b. How do students enrolled in the program meet the requirement "to participate on not less than a half-time basis"?

All students in our FPCTP will attend on a full-time basis.

5. In which college, department, administrative unit, or other institutional component will the FPCTP "live" at the institution? That is, in what area of the institution will the FPCTP be "housed?"

School district unit

Explain: Gadsen Technical College falls under the Gadsen County School District.

6. Provide a general summary – like an abstract – of the proposed FPCTP:

The FPCTP at GTC is designed to provide students with intellectual disabilities access to postsecondary CTE programs that lead to meaningful career pathways. Our FPCTP will offer four programs of study—Nail Specialty, Facials Specialty, Culinary Arts, and Principles of Teaching—aligned with high-demand career fields and industry certification opportunities. Following successful completion of the application and admission processes, each student is matched with one of the four program tracks based on their interests and goals. Through individualized supports, hands-on training, and participation in rigorous CTE coursework, students gain the academic, technical, and employability skills necessary for postsecondary success, competitive integrated employment, and greater independence. A central focus of the program is achieving strong employment outcomes by equipping students with industry-relevant credentials, work-based learning experiences, and direct connections to local employers. This program embodies the mission of FPCTPs to expand access to higher education options in Florida while preparing students with an intellectual disability for meaningful careers and lifelong learning.

7. Describe how the FPCTP will be "organized" at the institution:

A range of specific curriculum options or programs (such as a CTE program) in which any student may enroll, with services and/or supports to facilitate FPCTP student completion of that program.

- a. What honor/endorsement/degree will the Institution award to students upon completion of this FCPCTP? Note – this primary credential should be something that conveys to employers that students who complete the FPCTP possess a specific set of competencies associated with successful employment.
 - Name of the general credential (honor/endorsement/degree):
 OCP Completion Certificate
 - Describe the general credential (honor/endorsement/degree):
 As students complete occupational completion points (OCP) they will receive a certificate recognizing their success. Students may also earn
- b. Identify the CTE or specific programs in which FPCTP students may enroll:

CTE Program: Principles of Teaching

- Will the institution award a credential, other than the general FPCTP credential, to Students upon completion of this CTE or specific program?
 No
- Indicate the length of time needed to complete the CTE or specific program (expressed as terms/semesters, or years):
 600 Clock hours
- 3. Indicate the **number of hours or credits** needed to complete the CTE or specific program:

600 Hours

4. Is there more than one level or benchmark within the CTE or specific program at Which students may exit?

Yes

Describe the levels or benchmarks:

OCP A- Substitute Teaching-150 clock hours

5. Do students enrolled in the CTE or specific program have opportunities to earn an Industry-recognized certificate or certification(s)?

Yes

Certifications:

Paraprofessional Certification;

6. Do students enrolled in the CTE or specific program have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or Certification(s)?

No

CTE Program: Nails Specialty

- Will the institution award a credential, other than the general FPCTP credential, to Students upon completion of this CTE or specific program?
 Yes
 - a. Name the Credential:

FLDOE Business and Professional Regulation License

b. Describe the credential:

This credential is a state authorization to legally operate certain businesses and practice specific professions in Florida, ensuring minimum standards of competence and public protection

Indicate the length of time needed to complete the CTE or specific program (expressed as terms/semesters, or years):

360 Clock hours

3. Indicate the number of hours or credits needed to complete the CTE or specific program:

360 Hours

4. Is there more than one level or benchmark within the CTE or specific program at Which students may exit?

No

5. Do students enrolled in the CTE or specific program have opportunities to earn an Industry-recognized certificate or certification(s)?

Yes

Certifications:

Business and Professional Regulation License;

6. Do students enrolled in the CTE or specific program have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or Certification(s)?

No

CTE Program: Facials Specialty

 Will the institution award a credential, other than the general FPCTP credential, to Students upon completion of this CTE or specific program?

Yes

a. Name the Credential:

FLDOE Business and Professional Regulation

b. Describe the credential:

This credential is a state authorization to legally operate certain businesses and practice specific professions in Florida, ensuring minimum standards of competence and public protection

Indicate the length of time needed to complete the CTE or specific program (expressed as terms/semesters, or years):

440 Clock hours

Indicate the number of hours or credits needed to complete the CTE or specific program:

440 Hours

4. Is there more than one level or benchmark within the CTE or specific program at Which students may exit?

No

5. Do students enrolled in the CTE or specific program have opportunities to earn an Industry-recognized certificate or certification(s)?

Yes

Certifications:

Business and Professional Regulation License;

6. Do students enrolled in the CTE or specific program have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or Certification(s)?

No

CTE Program: Fundamental Food Services

 Will the institution award a credential, other than the general FPCTP credential, to Students upon completion of this CTE or specific program?
 No

 Indicate the length of time needed to complete the CTE or specific program (expressed as terms/semesters, or years):
 600 Clock hours

3. Indicate the number of hours or credits needed to complete the CTE or specific program:

1200 Hours

4. Is there more than one level or benchmark within the CTE or specific program at Which students may exit?

Yes

Describe the levels or benchmarks:

OCP A- Food preparation. Must complete 150 clock hours and pass OCP.

OCP B- Restaurant Cook. Must complete 150 clock hours and pass OCP.

OCP C- Head Cook/Chef. Must complete 150 clock hours and pass OCP.

5. Do students enrolled in the CTE or specific program have opportunities to earn an Industry-recognized certificate or certification(s)?

Yes

Certifications:

ServSafe Food Handler;

6. Do students enrolled in the CTE or specific program have opportunities to earn micro-credentials/badges(s) other than an industry-recognized certificate or Certification(s)?

No

9. Describe the scope and sequence of the proposed curriculum, the length of the program, program organization, types of courses, how instruction is delivered, and how and when students earn industry-recognized certificates or certifications.

Provide enough detail to present a clear picture of how the program will prepare students for employment. Upload additional documents as needed to demonstrate course enrollment by academic term or other program details to provide reviewers a complete understanding of how course enrollment and other relevant program components should flow and should result in program completion and subsequent employment. Distinguish between courses unique to FPCTP students and those taken by/with typical students.

- 10. The FPCTP Act requires that students with intellectual disabilities are socially and academically integrated, to the maximum extent possible, with nondisabled students. Describe how students enrolled in your program participate in one or more of the following activities with nondisabled students:
 - a. Regular enrollment in credit-bearing courses

All students in our FPCTP will enroll in programs with their peers without disabilities. Students in the FPCTP will attend classes with students without disabilities and will work in employment environments with their non-intellectually disabled peers.

b. Auditing or participating in courses for which the student does not receive academic credit

Auditing is not allowed at GTC.

c. Enrollment in noncredit-bearing, nondegree courses

We do not offer these types of courses at GTC.

d. Internships or work-based learning

Internships and work-based learning are central to CTE. All students in our FPCTP will complete internships and work-based learning activities with their non-intellectually disabled peers.

Section 5: Employment Opportunities

1. Describe the program's **plan for partnerships with businesses** to promote experiential training and employment opportunities for students with intellectual disabilities:

All of our programs have advisory boards, as required by our accrediting body, Council on Occupational Education (COE). We will use these advisory boards to promote experiential training and employment opportunities for students with intellectual disabilities.

2. Describe the **employment opportunities** available through the program to students **while** enrolled in the program:

While enrolled in their CTE courses, students will have the opportunity to work in their field

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of study while still in class through existing relationships with employers and advisory board members.

3. Describe how the program connects students to **employment opportunities** upon successful **completion** of the program:

Each of our CTE instructors submits a list of their top ten employers at the end of every school year. We will use this list to connect students who successfully complete our FPCTP with employment opportunities in our community. GTC's Director, Dr. Jackson, grew up in Quincy and has established an abundance of business relationships as a result of his reputation and his connection to the town. These relationships will be central to the success of student employment outcomes.

Section 6: Performance Indicators

The Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495) requires each approved program to define student's *satisfactory academic progress (SAP)* and to submit an annual report to the Florida Center for Students with Unique Abilities (FCSUA) **by August 1** each year regarding performance indicators specified in the Act and by the Center. The indicators include both program level (e.g., credential(s) offered), recruitment strategies, etc.) and student level information (e.g., demographics, SAP status, employment outcomes, etc.).

 Describe the performance indicators established to determine a student's satisfactory academic progress (SAP). That is, what standard will be applied to evaluate a student's performance in terms of making SAP? Also describe how and when SAP will be assessed and the strategies to be used if it appears a student is not making SAP.

The satisfactory academic progress of Gadsen Technical College requires that students must maintain minimum standards of progress for the program in which they are enrolled. If

standards are not met, the student will be given a written warning for the following reporting period/financial aid payment period. Students who have received a Student Academic Progress (SAP) warning remain eligible for Title IV financial aid for one payment period.

These standards include:

1. Regular attendance. All instructors at GTC maintain daily records that comprise a monthly report indicating student attendance records. Students must meet the minimum attendance

requirement as specified in the course catalog or for the specific program at all times.

2. A minimum GPA of 2.0 or "C". Instructors maintain GPA records on all students. Failure

to maintain a minimum GPA of 2.0 or higher may be cause for dismissal. A student who withdraws from the program receives a rating based on his or her progress through the withdrawal date. If a student receives an "I" (incomplete), the student is not making satisfactory progress. Any non-credit remedial coursework is not counted toward the academic progress determination.

3. Satisfactory completion of at least 75 percent of the competencies/assignments for the evaluation period. If a student's work is satisfactory, but he/she is behind schedule in completing program competencies/assignments, he/she cannot be reported as meeting minimum standards

of progress.

4. Students progressing at a rate that will enable them to complete the program within 150 percent of the program length as set forth in the Florida State Curriculum Frameworks. (This is equivalent to a student earning 67 percent of hours attempted.) All instructors at Gadsden Technical College

maintain separate progress records on each student.

5. Exhibiting conduct that contributes to a cooperative spirit, safety consciousness, and that is consistent with policies and rules in the Gadsden Technical College Student Handbook. The

standards utilized to judge academic progress are cumulative and include all periods of the student's enrollment. Students will be evaluated a minimum of four (4) times annually. If at the end of the warning period the student has not met SAP, the student will be placed on academic probation. The purpose of probation is to clearly define expectations for students having difficulty in order to provide opportunities for improvement and success.

SAP will be assessed daily. GTC uses FOCUS for grades and attendance. FOCUS will alert program coordinators if a student is at risk of falling below SAP. In these instances, the program coordinator and an instructor will work with the student to increase their academic progress. In the event that the student's attendance falls below the amount of clock hours required by each program, the student will be placed on an administrative attendance contract until their attendance improves. If the student is unable to increase their GPA or attendance contract before the allotted time, the student will be withdrawn from GTC.

2. In line with the Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495), the FCSUA provides detailed information at www.fcsua.org regarding performance indicators required in the annual report for which all approved FPCTPs are responsible. Both programmatic and student level information are included, such as but not limited to the following: # applicants, admissions rate, enrollment, student retention, students meeting SAP, course completion, program completion, student learning, post-program employment status of students who successfully complete the program, wage level of students who successfully complete the program, industry certifications earned, and student demographics. Please describe any additional performance indicators to be used

to measure the FPCTP's success.

We will collect data on the # applicants, admissions rate, enrollment, student retention, students meeting SAP, course completion, program completion, student learning, post-program employment status of students who successfully complete the program, wage level of students who successfully complete the program, industry certifications earned, and student demographics.

3. Identify the individual(s) responsible for collecting the data regarding the FCSUA-required performance indicators and the institution's additional performance indicators. Also describe when and how the data are/will be collected and used for program improvement.

FPCTP Program Coordinator - To be hired once we receive FPCTP approval. FPCTP Instructor- To be hired once we receive FPCTP approval

Some data will be collected daily, such as student grades on assignments/quizzes and daily attendance. OCP completion and industry certification exams (ICE) data will be collected as students pass their OCPs or ICEs. Data such as program completion and job placement will be conducted several times per year to ensure that our students are on track to complete their program and find employment. The program coordinator will use the data for quarterly reporting purposes to monitor the FPCTP's progress towards attaining our programmatic goals. If the data shows that we are falling short of our goals, we will convene a team consisting of our Director, Program Coordinator, and Instructor to come up with a plan to reverse the data trend.

Section 7: Program Sustainability

- 1. Briefly describe the institution's 5-year plan for the program regarding:
 - a. Sustainability How will the FPCTP be institutionalized in terms of staffing and operational expectations?
 - Gadsen County School District will provide office space for the FPCTP coordinator and instructor along with power, water, sewage, and internet access.
 - b. From what sources of funding will the institution draw upon to sustain the program and support student participation (such as private donations or sponsorships, scholarships, grant funding, etc.).

The FPCTP will be partially funded by a grant from the Florida Center for Students with

Unique Abilities (FCSUA) for three and a half years. After that time, we will apply for a continuing grant through FCSUA. Additional funding may come from business partners, additional grant funding, and private donations.

Section 8: Federal Approval as a Comprehensive Transition and Postsecondary Program

The Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495) requires an institution to provide:

- Evidence that it currently offers a federally approved comprehensive transition and postsecondary (CTP) program via Title IV that is eligible for federal student aid programs,
- b. Documented evidence of the submission of an application for such federal approval of a program proposed by the institution, or
- c. Documentation demonstrating the commitment of the institution's governing board to submit an application within the subsequent academic year for federal approval of a program pursuant to 20 U.S.C. s. 1140.

If the institution has received approval for the CTP or has submitted an application for approval, attach the application materials and documentation (including the letter to the institution's accrediting body) to this application.

Indicate the status of the institution's federally approved CTP program below:
 The institution's application for federal approval has not been submitted. The institution is committed to submitting the application no later than the following date: 01/01/2027

Section 9: Institutional Approvals

Submission of this application indicates institutional commitment to implement the proposed program aligned with the requirements of the Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495), including submission of an annual report regarding program and student information as directed by the Florida Center for Students with Unique Abilities. Program implementation must occur no later than the academic year immediately following the academic year during which the FPCTP approval is granted. To maintain approval status and student eligibility to receive FPCTP scholarships, an institution must submit a renewal application to the Florida Center for Students with Unique Abilities no later than 3 years following the year during which the approval is initially granted (FS 1004.6495 s.6[b]).

- 1. Enter the date the institution's governing board approved the proposed FPCTP: 9-13-25
- 2. Signature of the Primary Program Contact or other official authorized by the institution to

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submit the ap	oplication:	1/		
\signature1\ Signature	wolke	Lou	\date1\ Date	
\fullname1_ Print name	Willia	A. Jacke	pa	

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SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARDAGENDA

AGEND	A ITEM NO	. 8d

DATE OF SCHOOL BOARD MEETING: September 23, 2025

TITLE OF AGENDA ITEM: Discretionary One-half Cent Capital Outlay Surtax Ballot

Resolution

DIVISION: Finance Department/Support Services

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

PURPOSE AND SUMMARY OF ITEM:

This is a recommendation for School Board approval of a discretionary one-half cent capital outlay surtax for the expressed purposes of a) upgrading and modernizing schools and facilities to keep them safe and make them more conducive to learning through renovation, repair, and remodeling; b) reducing portable classrooms as appropriate to improve school facilities; and c) enhancing athletic fields, including but not limited to addressing handicap accessibility and safety.

It is anticipated that a one-half cent surtax in Gadsden County, Florida will generate approximately \$2,358,751.00 dollars annually for the period of the surtax. The estimated financial impact will be an increase in revenue for facilities improvements and modernization. These funds will be appropriated within the district's budget for the fiscal year in which the election occurs.

FUND SOURCE: NA

AMOUNT: NA

PREPARED BY: Marleni Bruner/Dr. Sylvia R. Jackson

POSITION: Finance Director/Assistant Superintendent, Support Services

1	INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER
N	lumber of ORIGINAL SIGNATURES NEEDED by preparer.
SUPERIN	TENDENT'S SIGNATURE: page(s) numbered
CHAIRPE	CRSON'S SIGNATURE: page(s) numbered
REVIEWE	ED BY:

A RESOLUTION OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, DIRECTING A REFERENDUM TO BE HELD ON NOVEMBER 3, 2026, PURSUANT TO SECTION 212.055(6), FLORIDA STATUTES, FOR THE PURPOSE OF SUBMITTING TO THE DULY QUALIFIED ELECTORS OF GADSDEN COUNTY, FLORIDA, A QUESTION REGARDING THE LEVY OF A DISCRETIONARY SALES SURTAX IN GADSDEN COUNTY OF ONE-HALF CENT FOR SPECIFIED PURPOSES; PROVIDING FOR PROPER NOTICE OF SUCH ELECTION; AUTHORIZING CERTAIN INCIDENTAL ACTIONS, PROVIDING FOR SEVERABILITY, AND PROVIDING AN EFFECTIVE DATE.

WHEREAS, the School Board seeks to upgrade and modernize its aging schools and facilities to keep them safe and make them more conducive to learning through renovation, replacement, construction, security, and technology improvements; and

WHEREAS, this resolution shall set forth a plan consistent with the provisions of section 212.055(6), Florida Statues, for use of the proceeds of the levy and collection of the surtax for capital outlay projects.

BE IT RESOLVED BY The School Board of Gadsden County, Florida, acting as the governing body of the school district of Gadsden County, Florida, as follows:

SECTION 1. AUTHORITY FOR RESOLUTION. This resolution is adopted pursuant to section 212.055(6), Florida Statutes, and other applicable provisions of law.

SECTION 2. FINDINGS. It is hereby found and determined that:

- (a) Section 212.055(6), Florida Statutes, authorizes the School Board to levy a discretionary sales surtax not to exceed one-half cent on all taxable transactions. Such levy is subject to approval by a majority vote of the electors in Gadsden County, Florida.
- (b) The School Board hereby determines that it is in the best interest of the School District of Gadsden County, Florida ("the District") and its students to levy the sales surtax authorized by and in accordance with Sections 212.055(6), and 212.054 Florida Statutes, in an amount equal to one-half cent (the "Sales Surtax").
- (c) The School Board finds that it is necessary to upgrade and modernize its aging schools and facilities to keep them safe and make them more conducive to learning through renovation, replacement, construction, security, and technology improvements; to acquire land, construct, reconstruct and improve school facilities, including costs of retrofitting and providing for technology implementation; acquire equipment including safety and security; acquire technology hardware and software; and to service bond indebtedness, if any, all as further described in Exhibit A attached hereto and incorporated herein by this reference (collectively, the "Plan").
- (d) The levy of the Sales Surtax is necessary in order for the School Board to be able to fund the facilities and projects within the Plan. The Sales Surtax shall be used to acquire, construct, reconstruct and equip the Plan or to make lease payments under the lease purchase agreements pursuant to sections 1001.42(11)(b)5. and 1013.15(2), Florida Statutes, or pay bond indebtedness issued to finance the Plan, all of which is permitted by

Section 212.055(6), Florida Statutes. The Sales Surtax shall be levied for a period of fifteen (15) years, beginning January 1, 2027 through December 31, 2042, unless repealed or reduced prior to that time by resolution of the School Board, which repeal or reduction may be effectuated with referendum, so long as there are no bonds or other obligations of the School Board outstanding that are payable from the proceeds of such levy.

- (e) The Plan consists of fixed capital expenditures or fixed capital costs associated with the construction, reconstruction, or improvement of school facilities and campuses, which have useful life expectancy of five (5) years or more, and any land acquisition, land improvement, design and engineering costs associated therewith. In addition, the Plan also has a component for costs of installing safety and security equipment, and retrofitting and providing for technology implementation, including hardware and software, for various sites with the District. The Plan also includes the making of lease payment under the lease purchase agreements pursuant to sections 1001.42(11)(b)5. And 1013.15(2), Florida Statutes, and/or servicing of bond indebtedness to finance expenditures authorized by section 212.055(6), Florida Statutes. Neither the proceeds of the Sales Surtax nor any interest acquired thereto shall be used for operational expenses.
- (f) Revenues collected will be shared with eligible charter schools based on their proportionate share of the total district enrollment.

SECTION 3. DESCRIPTION OF PROJECTS AND ADOPTION OF PLAN FOR USE OF SURTAX REVENUES. The School Board hereby adopts the Plan for the use of Sales Surtax revenues, which provides for the use of such revenues to pay any portion of the costs of the Plan as described in the findings provided in Section 2 hereof. In accordance with the Plan, at the subsequent option of the School Board, Sales Surtax revenues maybe used for the purpose of (a) paying any portion of the costs of a project, (b) servicing bond indebtedness the proceeds of which are used to finance any portion of the costs of the project, and (c) the making of lease payments pursuant to lease purchase agreements hereafter entered into for the acquisition of any portion of the project.

SECTION 4. PROJECT OVERSIGHT BY AN INDEPENDENT COMMITTEE. The School Board shall establish an independent oversight committee of volunteers (the "Committee") for the purpose of monitoring and providing advice regarding the implementation of the Plan, commencing upon approval of the Sales Surtax and extending through the date of completion of the projects to be funded under the Plan. The membership of the committee shall be established by School Board policy.

SECTION 5. LEVY OF SALES SURTAX. Subject to approval of the electors of Gadsden County, Florida, the School Board hereby levies the Sales Surtax in an amount equal to one-half cent per dollar. The Sales Surtax shall take effect on January 1, 2025, and shallremain in effect for the period of fifteen (15) years. If the Sales Surtax shall be approved by referendum, the School Board shall comply with all provisions of Section 212.055(6), Florida Statutes.

SECTION 6. ELECTION ORDERED. The School Board hereby requests the County Commissioners of Gadsden County, as the governing body of the county, to direct the Supervisor of Elections of Gadsden County to place on the November 3 general election ballot the statement(s) contained in the "Noticeof Election" attached hereto as Exhibit B, and to conduct said election

pursuant to the provisions of the election laws of the State of Florida.

SECTION 7. OFFICIAL BALLOT. The ballots to be used in the general election shall be in full compliance with the laws of the State of Florida, and shall be in substantially the following form:

OFFICIAL BALLOT

School District of Gadsden County, Florida General Election – November 3, 2026

School Capital Outlay Sales Surtax to Improve Safety and Learning Environments

To upgrade aging schools and district facilities through repairs and modernization and to keep schools safe and conducive to learning, shall the Gadsden County School Board be authorized to levy a 15-year half-cent sales surtax, with expenditures based upon the Surtax Capital Outlay Plan, shared with the charter schools, and monitored by a District Facilities Committee consisting of not less than two (2) independent citizens?

 For the Half-Cent Tax			
Against the Half-Cent Tax			

SECTION 8. PROVISIONAL AUTHORIZATION FOR MAIL BALLOT ELECTION. As provided in Section 101.6102, Florida Statutes, and as an alternative to the procedures described in this Resolution, the School Board authorizes the use of mail ballots for the general election in accordance with the procedures set forth in Section 101.6103, Florida Statutes.

SECTION 9. SEVERABILITY. In the event that any word, phrase, clause, sentence or paragraph hereof shall be held invalid by any court of competent jurisdiction, such holdingshall not affect any other word, clause, phrase, sentence or paragraph hereof.

SECTION 10. REPEALING CLAUSE. All resolutions in conflict or inconsistent herewith are repealed insofar as there is conflict or inconsistency.

SECTION 11. EFFECTIVE DATE. This resolution shall take effect immediately upon its adoption. However, the Sales Surtax authorized hereunder shall only be effective upon approval by a majority vote of the qualified electors of Gadsden County.

ADOPTED at a regular meeting this 23th day of September 2025 with a quorum present and voting.

ATTEST:	THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
By:	Ву:
Elijah Key, Jr.	Leroy McMillan, Chairman
Superintendent of Schools	
Ex-Officio Secretary to the Board	

EXHIBIT A

SURTAX CAPITAL OUTLAY PLAN

- 1. Pursuant to Section 212.055(6), Florida Statutes, capital improvements for schools and district facilities to be funded by proceeds of the sales surtax shall be for:
 - a. Upgrading and modernizing schools and district facilities to keep them safe and make them more conducive to learning through renovation, repair, remodeling, and technology upgrades.
 - b. Reducing portable classrooms as appropriate to improve school facilities.
 - c. Enhance athletic fields, including but not limited to addressing handicap accessibility and safety.
- 2. Proceeds of the sales surtax and interest thereon may also be used for the purpose of servicing bond indebtedness to finance the projects authorized above in section 1.
- 3. In determining the scope of the projects, the School Board will consider facility needs and conditions and provide for a safe and appropriate learning environment.
- 4. A District Facilities Committee consisting of not less than two (2) independent citizens shall monitor and advise the School Board on the expenditure of sales surtax proceeds.
- 5. Currently, the School Board must comply with State Requirements for Educational Facilities (SREF). All construction pursuant to this Plan must meet SREF standards. If the State of Florida amends or modifies school construction requirements for the School Board, then all construction pursuant to this Plan must comply with the revised requirements.

EXHIBIT B

FORM OF NOTICE OF ELECTION

NOTICE OF ELECTION DATE IN GADSDEN COUNTY, FLORIDA

NOTICE IS HEREBY GIVEN THAT AN ELECTION HAS BEEN CALLED BY THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, AND WILL BE HELD FROM 7:00 A.M. UNTIL 7:00 P.M. ON THE DAY OF NOVEMBER 3, 2026, AT WHICH TIME THERE SHALL BE SUBMITTED TO THE DULY QUALIFIED ELECTORS OF GADSDEN COUNTY, FLORIDA THE FOLLOWING QUESTION:

School Capital Outlay Sales Surtax to Improve Safety and Learning Environments

To upgrade aging schools and district facilities through repairs and modernization and to keep schools safe and conducive to learning, shall the Gadsden County School Board be authorized to levy a 15-year half-cent sales surtax, with expenditures based upon the Surtax Capital Outlay Plan, and monitored by a District Facilities Committee consisting of not less than two (2) independent citizens?

17111	For the Half-Cent Tax		
	Against the Half-Cent Tax		

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF THE SCHOOL BOARD MEETING: September 23, 2025

TITLE OF AGENDA ITEM: District K-12 Comprehensive Evidence-Based Reading Plan

DIVISION: Academic Services

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

PURPOSE AND SUMMARY OF ITEM:

Approval requested for the revision of the K-12 Reading Plan. These revisions ensure that the plan reflects current guidance, addresses identified areas of need and supports improved literacy outcomes for all students.

The revisions are highlighted in the plan and listed below:

- Pg. 17- Tier 2 interventions were removed
- Pg. 19- Added an/or language to encompass all groups
- Pg. 20- Removed Tier 1 summary
- Pg. 25 Added an/or language to encompass all groups
- Pg. 37 Added an/or language to encompass all groups
- Pg. 38 Removed Tier 1 summary
- Pg. 48- Added an/or language to encompass all groups Added guidelines from the What Works Clearinghouse (WWC) Practice

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Allysun Davis



POSITION: Director of Elementary Education

th

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 _______

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2(a). and 1003.4201, Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.), Student Performance Standards. This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. **Add additional rows as needed.**

Point of Contact	Name	Email	Phone
Main Reading Contact	Lisa Robinson	robinsonl@gcpsmail.com	850-627-9651 ext.
			1319
Data Element	Caroline McKinnon	mckinnonc@gcpsmail.com	850-627-9651 ext.
			1402
Third Grade Promotion	Allysun Davis	davisa@gcpsmail.com	850-627-9651
			ext.1278
Multi-Tiered System of Supports	Kesandra Brown	Brownk@gcpsmail.com	850-627-9651 ext.
			1240
Secondary Reading Contact	Allysun Davis	davisa@gcpsmail.com	850-627-9651
			ext.1278

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial reading deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches	\$62,153.00	1
Intervention teachers	\$47,000.00	
Scientifically researched and evidence-based supplemental instructional materials	\$12,000.00	
Third grade summer reading camps	\$100,000.00	
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$62,153.00	1
Intervention teachers	\$47,000.00	
Scientifically researched and evidence-based supplemental instructional materials	\$12,000.00	
PreK-Grade 12 Expenses		HITE IN
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	\$8,000.00	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$12,000.00	
Tutoring programs to accelerate literacy learning	\$8,000.00	
Family engagement activities	\$8,073.00	
Other – Please Describe (Add additional rows as needed.)		
*Charter schools must utilize their proportionate share in accordance with Section(s)1002.33.&)(a)2.a., s. 1003.4201. Florida Statutes (F.S. Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in	\$35,844	
reading. Estimated Sum of Expenditures	414,223	
Stimated Sum of Expenditures	414,223	

3) Literacy Leadership - District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST

Grade	Previous School	Goal for Plan	Previous School	Goal for Plan
	Year – % of	Year – % of	Year – % of	Year – % of
	Students Scoring	Students Scoring	Students Scoring	Students Scoring
	Urgent	Urgent	At & Above	At & Above
	Intervention	Intervention	Benchmark	Benchmark
	<10 th percentile	<10 th percentile	40 th percentile & above	40 th percentile & above
VPK	87%	10%	13%	60%

Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

An analysis of the May 2025 STAR Early Literacy Assessment results for Gadsden County's Pre-K students reveals a clear need for intensified early literacy support: 36% of students scored at Level 1, 51% at Level 2, with only 13% achieving Levels 3 through 5. These results indicate that 87% of Pre-K students are performing below proficiency, underscoring the urgency of targeted, data-informed instructional strategies to ensure students are kindergarten ready.

To address these performance trends, Gadsden County Schools will strengthen literacy outcomes through a multi-faceted plan grounded in ongoing assessment, research-based instruction, and individualized support:

1. Data-Driven Instruction and Assessment

The Gadsden County Schools Head Start/Pre-K Program administers the Benchmark Comprehensive Assessment (paper-based) and the VPK F.A.S.T. (computer-based) three times annually. These assessments provide critical insight into each child's progress in foundational literacy domains such as phonological and phonemic awareness. Teachers use this data to closely monitor growth and identify students in need of intervention.

2. High-Quality Curriculum Implementation

Teachers implement the Ready to Advance curriculum by Benchmark Education Company, which emphasizes intentional, research-based strategies for early literacy development. This includes explicit instruction in key areas such as rhyming, segmenting, blending, and sound manipulation—skills vital for decoding and early reading. The curriculum also supports vocabulary acquisition, oral language development, and print awareness, all of which scaffold comprehension.

3. Multimodal and Inclusive Learning Strategies

The curriculum integrates American Sign Language (ASL) to support auditory discrimination and phonological processing through visual and kinesthetic reinforcement. This approach is especially beneficial for dual language learners and students with diverse communication needs, ensuring equitable access to literacy instruction.

4. Differentiated and Individualized Support

Literacy instruction is delivered through whole-group lessons, targeted small-group instruction, and one-on-one interventions. This tiered approach allows teachers to meet students at their level of need, with a focus on accelerating progress for the 87% of students currently performing below proficiency.

5. Alignment with Florida Early Learning Standards

Instructional planning is grounded in the Florida Early Learning and Developmental Standards, which emphasize oral language, emergent reading, and print concepts. These standards provide a comprehensive foundation to prepare every child for the expectations of kindergarten literacy.

By combining data-driven decision making, evidence-based curriculum, inclusive practices, and continuous progress monitoring, Gadsden County Schools is committed to significantly improving early literacy outcomes for all VPK students.

By combining data-driven decision making, evidence-based curriculum, inclusive practices, and continuous progress monitoring, Gadsden County Schools is committed to significantly improving early literacy outcomes for all VPK students.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring Level 1	Goal for Plan Year – % of Students Scoring Level 1	Previous School Year – % of Students Scoring Levels 3-5	Goal for Plan Year – % of Students Scoring Levels 3-5
K	28	21	47	56
1	33	24	48	54
2	38	31	34	45
3	35	26	38	50
4	37	24	36	42
5	34	27	37	45
6	37	27	30	40
7	29	19	40	50
8	32	22	35	45
9	36	26	32	42
10	32	22	37	46

B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

District Level	School Level
STAR Reading K-5 (3 times per	STAR Reading K-5 (3 times per
yr.)	yr.)
STAR Math (3 times yr.)	STAR Math (3 times per yr.)
STAR Renaissance (4 times per	STAR Renaissance (4 times per
yr.)	yr.)
I-Ready (3 times per yr.)	I-Ready (3 times per yr.)
Strengthen Academic	Establish Instructional Review
Performance Review Team	and Accountability Teams
Expand Early Intervention	Build Outcome Focused Plans to
Services	Accelerate Learning
Provide Targeted Professional	Provide Targeted Professional
Development	Development
	STAR Reading K-5 (3 times per yr.) STAR Math (3 times yr.) STAR Renaissance (4 times per yr.) I-Ready (3 times per yr.) Strengthen Academic Performance Review Team Expand Early Intervention Services Provide Targeted Professional

Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST Reading & Math (3 times per yr.) STAR Renaissance (4 times per yr.) i-Ready (3 times per yr.) Achieve 3000 Level Set (3 times per yr.)	FAST Reading & Math (3 times per yr.) STAR Renaissance (4 times per yr.) i-Ready (3 times per yr.) Achieve 3000 Level Set (3 times per yr.)
Actions for continuous support and improvement	 Data Review Teams Action Plans for Academic Improvement Targeted Professional Development 	 Data Review Teams Action Plans for Academic Improvement Targeted Professional Development
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST (3 times per yr.) STAR Renaissance - (4 times per yr.) Achieve 3000 (3 times per yr.)	FAST (3 times per yr.) STAR Renaissance - (4 times per yr.) Achieve 3000 (3 times per yr.)
Actions for continuous support and improvement	 Data Review Teams Action Plans for Academic Improvement Targeted Professional Development 	 Data Review Teams Action Plans for Academic Improvement Targeted Professional Development

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based on insights from the CERP reflection process and our student performance data, it is clear that we must sharpen our focus on early and effective interventions to ensure all students achieve literacy success. Central to this effort is the consistent implementation of rigorous, evidence-based Tier I instruction in reading and writing, aligned with the core curriculum and delivered with fidelity. High-quality instruction from the outset is critical to closing achievement gaps and promoting literacy growth across all student groups.

To advance this goal, we will continue to:

- Provide ongoing professional development for teachers grounded in the science of reading and best practices in literacy instruction.
- Expand learning opportunities beyond the school day that specifically target foundational literacy skills.

- Leverage assessment data to guide instruction and deliver timely, targeted support to students who
 are not meeting grade-level benchmarks.
- Invest in high-quality early childhood education programs that establish a strong literacy foundation before students enter formal schooling.

By prioritizing these strategies, especially early, proactive supports, we can foster a more equitable and effective literacy environment where every student has the opportunity to thrive.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

Principals play a pivotal role in ensuring the successful implementation of the district's reading plan by clearly communicating its expectations and objectives to all staff members. To support this, principals and instructional coaches provide ongoing guidance and resources to teachers, fostering an environment of continuous professional growth.

To monitor the implementation of the plan, principals conduct daily, unannounced classroom walkthroughs at various times throughout the school day. These walkthroughs provide a comprehensive view of instructional practices, focusing on key elements of the reading plan, such as student engagement, the effective use of instructional strategies, and the integration of resources.

In addition, principals engage with teachers during professional learning communities (PLCs) and professional development sessions to reflect on classroom observations. These reflective discussions center on strengths, identify areas for growth, and guide the creation of targeted action plans to improve instructional practices.

Principals also prioritize celebrating successes and recognizing improvements, both for individual teachers and students. This acknowledgment fosters a positive, motivating school culture and reinforces the commitment to continuous improvement in literacy instruction.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

Principals actively oversee the collection and analysis of assessment data to ensure that instructional practices are aligned with student needs and that all students are receiving the support necessary for success. This process begins with the systematic collection of both formative and summative assessment data, including progress monitoring tools, to track student growth and identify areas for improvement.

To ensure effective use of this data, principals collaborate closely with teachers and instructional coaches. They establish clear protocols for regularly reviewing student performance data during data team meetings, professional learning communities (PLCs), and individual teacher conferences. Principals guide teachers in

interpreting the data to identify patterns, diagnose learning gaps, and adjust instructional strategies accordingly.
Principals also support teachers in setting specific, measurable goals for student progress based on the data. This process is regularly revisited to ensure that instructional interventions are targeted and responsive to the evolving needs of students.
In addition, principals monitor the frequency and consistency of progress monitoring efforts, ensuring that interventions are implemented as planned and that student progress is tracked over time. This data is used to inform both individual instructional decisions and broader programmatic adjustments to ensure that all students—especially those at risk—receive timely and appropriate support.
By embedding data-driven practices into the school culture, principals help ensure that instructional decisions are proactive, targeted, and responsive to the needs of every student, leading to improved academic outcomes for all.
C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)
The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.
1. Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.
X Yes
2. If no, please describe the evidence-based coach model the district is using.
N/A
3. How is the district's literacy coach model communicated to principals?
Principals receive a presentation on the role of the district literacy specialists and the appropriate work they can do while supporting the school. The literacy specialists meet with each principal to discuss the school's

Principals receive a presentation on the role of the district literacy specialists and the appropriate work they can do while supporting the school. The literacy specialists meet with each principal to discuss the school's needs, review the requirements for their role, and determine the scope of work that will be most impactful at the school. The coaching model will be reviewed with all school-based literacy coaches at the monthly coaches' cadre meetings throughout the year. Coaches will be encouraged to create an agreement with the principal that outlines their duties in alignment with the coaching model.

4. How does the district support literacy coaches throughout the school year?

Literacy coaches will attend monthly professional learning sessions to support their coaching practices and expand their content expertise sponsored by the Panhandle Area Educational Consortium (PAEC). Resources are also provided on a shared Google Drive.

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

District specialists will facilitate monthly meetings at school sites to allow for classroom observation, modeling of common planning practices, data analysis, and more consistent collaboration among

participants. District specialists will work with individual coaches and principals to determine plans for individualized support as needed.

6. How does the district monitor implementation of the literacy coach model?

Coaching cycles completed by district specialists will be maintained in a digital coaching log that is accessible to district leadership and shared with the school's principal on Google Drive. School-based coaches document their coaching cycles for the principal.

7. How does the district measure the effectiveness of literacy coaches?

Literacy coaches are expected to demonstrate a direct impact on student outcomes, especially in reading proficiency, through measurable gains on:

- Florida Assessment of Student Thinking (FAST) PM1–PM3 scores
- Progress monitoring data (i-Ready, Achieve3000, district benchmarks)

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- Four types of classroom assessments: screening, progress monitoring, diagnostic and summative assessment.
- Three tiers of instruction that are standards-aligned; include accommodations for students with a
 disability, students with an Individual Educational Plan (IEP) and students who are English language
 learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of
 Federal Regulations 200.2(b)(2)(ii).
 - Core Instruction (Tier 1): provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - Supplemental Instruction/Interventions (Tier 2): provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
 - Intensive, Individualized Instruction/Interventions (Tier 3): provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

The district's strategic plan is closely aligned with Florida's Formula for Reading Success, ensuring that all students, including students with disabilities and English language learners (ELLs), receive the targeted support and resources necessary for literacy achievement. Florida's Formula for Reading Success emphasizes five key components—phonemic awareness, phonics, fluency, vocabulary, and comprehension—and our district's literacy framework mirrors these essential pillars.

First, our strategic plan prioritizes evidence-based reading instruction that incorporates these components systematically and intentionally. Through a focus on explicit phonics instruction, for example, we ensure that foundational literacy skills are developed from the earliest grades, supporting all learners, including students with disabilities who may require specialized, scaffolded instruction. For our ELL students, the strategic plan emphasizes the importance of integrating language development with literacy instruction, using strategies that support both the acquisition of English and the development of reading skills.

To further support diverse learners, including students with disabilities and ELLs, the district provides targeted professional development that equips teachers with effective instructional strategies tailored to the unique needs of these students. This includes differentiated instruction, the use of assistive technologies, and the integration of culturally responsive teaching practices that resonate with the backgrounds and needs of ELLs.

In addition, the district's strategic plan incorporates frequent progress monitoring, ensuring that students who are not meeting literacy benchmarks, including students with disabilities and ELLs, receive timely interventions. These data-driven decisions allow for personalized support, with specific interventions designed to address individual gaps in literacy skills.

Furthermore, our strategic plan encourages collaboration between general education teachers, special education staff, and ESOL (English for Speakers of Other Languages) specialists, fostering a holistic approach to literacy instruction. By aligning our district's priorities with the state's formula for reading success, we aim to create an inclusive, equitable environment where every student, regardless of background or learning needs, has the opportunity to succeed in literacy.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

The district's Pre-K program, which includes Voluntary Prekindergarten (VPK), ESE Pre-K, and traditional Pre-K classes, is designed to foster the foundational skills necessary for all children to become proficient readers and successful students. This program is built upon high literacy standards, rigorous accountability, an age-appropriate curriculum, ample instructional time, manageable class sizes, and highly qualified educators.

To ensure early literacy development, the district's Pre-K programs conduct comprehensive assessments three times a year, utilizing the Benchmark Comprehensive Assessment and VPK F.A.S.T. tools. These assessments enable teachers to monitor student progress in critical areas such as phonological and phonemic awareness—essential building blocks for later reading proficiency.

Aligned with the Florida Early Learning Standards, the program ensures that all students are adequately prepared for Kindergarten. The curriculum used across all Pre-K classes is Benchmark's Ready to Advance,

which emphasizes literacy development. Instruction is delivered through a balanced approach that includes whole-group instruction, small-group sessions, and one-on-one interventions, tailored to meet the diverse needs of students. The curriculum also integrates American Sign Language (ASL) instruction, supporting diverse learners and enriching their language acquisition.

By aligning the program with both state standards and evidence-based instructional practices, the district ensures that all students, including those in VPK, ESE Pre-K, and traditional Pre-K, receive the high-quality education and support needed for a strong start in their academic journey.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

The district employs research-based instructional programs, including *Benchmark Ready* to Advance, which incorporates explicit phonics instruction and systematically supports the development of phonological and phonemic awareness. The curriculum is designed with built-in flexibility, enabling educators to provide targeted practice and reinforcement based on student needs.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.

The district implements a series of targeted interventions to support the development of foundational literacy skills. These interventions are designed to address specific areas of concern, such as phonological awareness, letter recognition, phonemic awareness, and early vocabulary development.

Upon identification of students at risk, teachers collaborate with instructional coaches and support staff to develop personalized intervention plans. These plans include a variety of evidence-based strategies tailored to the individual needs of each student. Key interventions include:

- Small-Group Instruction: Students identified with substantial deficiencies are provided with small-group instruction that focuses on targeted skills. These groups allow for more individualized attention and increased opportunities for practice in areas such as letter-sound correspondence, blending, and segmenting words.
- 2. One-on-One Intervention: In addition to small-group instruction, students may receive one-on-one intervention, where teachers can provide highly focused support in areas of early literacy where the student is most challenged. This individualized support helps reinforce key skills and promotes greater retention.
- 3. Progress Monitoring and Data-Driven Adjustments: Regular progress monitoring is conducted to assess the effectiveness of interventions. This includes ongoing assessments through the Benchmark Comprehensive Assessment and VPK F.A.S.T., enabling teachers to adjust instruction and interventions based on the student's progress. Data from these assessments inform targeted instructional decisions and the timely modification of intervention plans.

- 4. Collaborative Support: Teachers work closely with instructional coaches, reading specialists, and other support staff to ensure the interventions are implemented effectively. Collaboration among educators also includes sharing strategies and resources to maximize student success.
- 5. Parental Involvement: The district actively involves parents by providing them with resources and strategies to support early literacy development at home. Regular communication between home and school helps ensure that interventions are reinforced and that families are partners in their child's literacy journey.

These interventions are designed to address substantial deficiencies in early literacy skills and provide students with the necessary tools to close gaps and achieve Kindergarten readiness. By employing a comprehensive, multi-tiered approach, the district ensures that VPK students identified with early literacy challenges receive the focused support they need to succeed.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(b)4., F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of
 assessment, the frequency of data collection and the method and timeframes by which assessment
 data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must
 be administered pursuant to <u>s. 1008.25(9)(b), F.S.</u>, and included as a component of the
 Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3),
 what intensive reading interventions will be used, how the intensive reading interventions are
 provided and assurance that intensive reading interventions are delivered by a teacher who is
 certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a
 substantial deficiency in reading or characteristics of dyslexia, including a description of the
 intensive, explicit, systematic and multisensory reading interventions which will be provided to
 students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 United States Code (U.S.C.) s. 7801(21)(A)(i):

- (A) ...an activity, strategy or intervention that -
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;

- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☑ VPK ☑ Grade K ☑ Grade 1	 ☑ Oral Language ☑ Phonological Awareness ☑ Phonics ☑ Fluency ☑ Vocabulary ☑ Comprehension 	☑ Screening☑ ProgressMonitoring☑ Summative	⊠ 3 x Year
FAST Star Reading	⊠ Grade 1 ⊠ Grade 2	☑ Vocabulary☑ Comprehension	✓ Screening✓ ProgressMonitoring✓ Summative	⊠ 3 x Year
FAST ELA Reading	☑ Grade 3 ☑ Grade 4 ☑ Grade 5	☑ Vocabulary☑ Comprehension	☑ Screening☑ ProgressMonitoring☑ Summative	⊠ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

		Additional Assessmen	t(s)	
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment (Enter name of assessment. Then, select all that apply.) i-Ready	☐ VPK ☐ PreK ☑ Grade K ☑ Grade 1 ☑ Grade 2 ☑ Grade 3 ☑ Grade 4 ☑ Grade 5 ☑ All Students ☐ Select Students	☐ Oral Language ☑ Phonological Awareness ☑ Phonics ☑ Fluency ☑ Vocabulary ☑ Comprehension	✓ Screening ✓ Progress Monitoring □ Diagnostic ✓ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☑ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment	□ VPK □ PreK □ Grade K	☐ Oral Language ☐ Phonological Awareness	☐ Screening ☐ Progress Monitoring	☐ Weekly ☐ 2 x Month

		Additional Assessmen	t(s)	
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
(Enter name of	☐ Grade 1	☐ Phonics	☐ Diagnostic	☐ Monthly
assessment.	☐ Grade 2	☐ Fluency	☐ Summative	☐ Quarterly
Then, select all	☐ Grade 3	☐ Vocabulary		☐ 3 x Year
that apply.)	☐ Grade 4	☐ Comprehension		☐ Annually
	☐ Grade 5			☐ As Needed
	☐ All Students			☐ Other
	☐ Select Students			

2. Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to <u>s. 1008.25(9)</u>, F.S.;
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

The district utilizes a structured and data-driven process to identify students in grades K-3 who require Tier 2 and Tier 3 interventions, aligned with our Multi-Tiered System of Supports (MTSS). This process ensures that students who are struggling with early literacy skills receive timely and targeted support to address their individual learning needs.

- 1. Universal Screening: At the beginning of each school year, all students in grades K-3 undergo universal screening assessments to identify those who may be at risk for reading difficulties. These screenings assess key literacy skills such as phonemic awareness, letter recognition, and early reading fluency.
- 2. Ongoing Progress Monitoring: Students who show signs of difficulty are monitored regularly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.
- 3. Data Review and Team Collaboration: When a student demonstrates a consistent lack of progress or falls below grade-level benchmarks, a collaborative team—composed of classroom teachers, reading specialists, and instructional coaches—reviews the data to determine the student's need for additional support. This includes analyzing assessment results, classroom performance, and other relevant data points.
- 4. Tiered Intervention Placement: Based on the data, students who require more intensive support are placed into Tier 2 or Tier 3 interventions. Tier 2 interventions typically involve small-group instruction focused on targeted skill development, while Tier 3 interventions are more individualized, providing one-on-one support tailored to address specific deficits in literacy skills.
- 5. Parent Involvement and Communication: Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.
- 6. Review and Adjustment: The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to instruction.

Through this systematic approach, the district ensures that students in grades K-3 who need additional support in literacy are identified early and receive appropriate interventions to help them succeed.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

The district's process for identifying students in grades 4-5 in need of Tier 2 and Tier 3 interventions follows a structured, data-driven approach that ensures timely and targeted support for struggling readers. Utilizing a Multi-Tiered System of Supports (MTSS), the district identifies students who are at risk for reading difficulties and provides interventions tailored to meet their specific needs. This approach is grounded in universal screening, ongoing progress monitoring, and collaborative decision-making by educators to ensure that students receive the appropriate level of support based on their individual literacy profiles.

Steps for Identifying Students:

- 1. Universal Screening: All students in grades 4-5 are screened using diagnostic tools such as STAR Renaissance, i-Ready, and formative assessments to identify students at risk for reading difficulties.
- 2. Data Review and Analysis: Teachers review and analyze data from these screening and diagnostic assessments to pinpoint specific areas of deficiencies in literacy skills.
- 3. Tier Placement Determination: Based on the data, teachers collaborate to determine the appropriate tier of intervention (Tier 2 or Tier 3). Intervention plans include specific academic goals, instructional strategies, and detailed progress monitoring.

- 3. Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)
 Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.
- 3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

The district utilizes data from universal screening tools, including Star Early Literacy and Star Reading, to identify students in grades K-3 who exhibit characteristics commonly associated with dyslexia. Students who score within the Urgent Intervention District Benchmark category, indicating performance below the 10th percentile rank (PR), are flagged for further assessment. These students are then referred for additional, more targeted screening to determine the presence of dyslexia characteristics and to guide the development of appropriate Tier 3 interventions.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to <u>s. 1008.25(9)</u>, F.S. Name the screener(s) utilized.

The district provides additional screening for students exhibiting characteristics of dyslexia through the use of adaptive, computer-based programs such as Amira. This evidence-based tool is designed to assess students' reading skills and identify potential dyslexia indicators. Following the administration of the screening tool, teachers and administrators will carefully analyze the results to determine if further, more

specialized screening is required to confirm dyslexia characteristics. This process ensures that students receive the necessary support and interventions in a timely manner.

4. Explain how the effectiveness of Tier 1 instruction is monitored.

Tier 1 instruction is the core classroom instruction provided to all students. The effectiveness of Tier 1 instruction is primarily monitored through:

- 1. Universal Screeners: Regular screenings such as Star Early Literacy and Star Reading are conducted to assess the general literacy progress of all students. These tools help identify students who may need additional support.
- 2. Formative Assessments: Teachers use ongoing formative assessments, such as quizzes, classwork, and informal observations, to gauge student understanding and adjust instruction as needed.
- 3. Benchmark Assessments: Periodic assessments, such as FAST ELA, are administered to evaluate whether students are meeting grade-level expectations. The results provide insights into the overall effectiveness of Tier 1 instruction.
- 4. Teacher Collaboration: Teachers engage in regular data meetings with instructional coaches and administrators to review student performance. Adjustments to instruction are made based on collective analysis of data from both screeners and classroom observations.

5. Explain how the effectiveness of Tier 2 interventions is monitored.

Tier 2 interventions are targeted interventions designed for students who require additional support beyond the core curriculum. The effectiveness of Tier 2 instruction is monitored through:

- 1. Progress Monitoring: Students receiving Tier 2 support are regularly monitored using progress monitoring tools such as i-Ready and Benchmark assessments. These tools track students' growth and help ensure that interventions are addressing their specific needs.
- Small-Group Assessments: Teachers conduct periodic assessments within small-group settings to evaluate student progress in targeted areas of literacy. These assessments allow for real-time data collection and adjustment of strategies.
- Data Analysis: Teachers and instructional coaches analyze progress data regularly. If students are not making adequate progress, the intervention strategies are adjusted, and additional support may be provided.
- 4. Parent Communication: Teachers also maintain communication with parents to share progress and suggest strategies for reinforcing skills at home. Feedback from parents helps guide the decision-making process for instructional adjustments.

6. Explain how the effectiveness of Tier 3 interventions is monitored. Tier 2 Intervention summary removed

Tier 3 interventions are the most intensive and individualized support provided to students who demonstrate significant reading difficulties. Monitoring the effectiveness of Tier 3 instruction involves:

- 1. Frequent Progress Monitoring: Students in Tier 3 receive more frequent and detailed progress monitoring through tools such as FAST ELA, iReady, and teacher observations. Progress is tracked weekly or bi-weekly to ensure that students are making measurable gains in targeted literacy skills.
- 2. Individualized Data Review: Data from formal assessments, including FAST and iReady, is reviewed by teachers, reading specialists, and administrators. These reviews help identify if students are meeting their intervention goals and if further adjustments are necessary.
- 3. Tier 3 Fidelity Checks: Instructional coaches and reading specialists conduct regular fidelity checks to ensure that Tier 3 interventions are being implemented as designed. These checks ensure that the interventions are aligned with evidence-based practices.
- 4. Adjustment of Instruction: If students are not making sufficient progress, Tier 3 instruction is adjusted, either by modifying the intervention strategies or by increasing the intensity of support. This may include increasing the frequency of sessions, extending the duration of interventions, or utilizing alternative instructional methods.
- **5.** Collaboration with Families and Specialists: Teachers, reading coaches, and specialists work closely with families to ensure that students receive support both at school and at home. In addition, students with IEPs or other specialized needs receive accommodations as outlined in their plans.

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

• FAST/STAR Assessment Results: At least 80% of students should demonstrate performance at or above Level 3 on the FAST and STAR assessments, as indicated by the PM3 (Prior Year) and PM1 (Current Year) results.

These criteria ensure that Tier 1 instruction is effectively supporting the majority of students, with a focus on achieving consistent growth in foundational literacy skills.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The district has established several procedures to identify and address areas for improvement in the effectiveness of Tier 1 instruction:

- 1. Professional Development:
 - All teachers receive professional development focused on systematic and explicit instruction in the six components of reading to enhance instructional practices and ensure alignment with evidence-based strategies.
 - Teachers are provided ongoing training on the implementation of the Houghton Mifflin
 Harcourt Core Reading Program, ensuring fidelity to the curriculum and maximizing its

impact on student learning.

 Professional development is also provided on the B.E.S.T. standards in reading, equipping teachers with the necessary knowledge and skills to effectively integrate these standards into daily instruction.

2. Monitoring Instructional Practices:

- O Lesson Plan Reviews: The district ensures that Tier 1 instruction is consistently delivered using the core reading program by regularly reviewing and monitoring lesson plans.
- FCRR Literacy Walkthroughs: Literacy walkthroughs, guided by the Florida Center for Reading Research (FCRR), are conducted to observe instructional practices in action and provide real-time feedback to teachers.

3. Coaching and Support:

 District and School-Based Reading Coaches provide ongoing coaching to teachers, following the structured steps outlined in the FCRR Reading Coach Endorsement program. This targeted support helps teachers refine their instructional techniques and address challenges in real time.

These procedures work together to ensure that Tier 1 instruction is continuously improved, providing all students with a strong foundation in reading.

Core Instruction	
Indicate the core curriculum utilized. Add addi	tional rows as needed.
Name of Program	Year of Program Adoption
	2022
HMH Into Reading	

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Universal Screener Scores Below Benchmark

• FAST Progress Monitoring (PM1, PM2, PM3): Students performing at Level 1 or Level 2 are identified as below grade level expectations

Star Early Literacy/Star Reading: Students performing in the following Levels will be considered below benchmark:

- On Watch (25th–39th percentile)
- Intervention (10th–24th percentile)
- Urgent Intervention (≤9th percentile)
- i-Ready Diagnostic: Students scoring one or more grade levels below (red or yellow placement).
- HMH Into Reading Assessments: Students scoring below 70% on benchmark/unit assessments.

• Lack of Adequate Progress Over Time

• The following assessments will be used as progress monitoring instruments: STAR, i-Ready Growth Checks & HMH Weekly/Module Assessments.

STAR Early Literacy / STAR Reading Added and/or language to encompass all groups

• Renaissance provides a Student Growth Percentile (SGP) and Typical Growth target.

Adequate Growth is defined as:

- Meeting or exceeding 50% of the Typical Growth target between administrations,
 OR
- o Achieving a Student Percentile Growth (SGP) greater than or equal to 35 pts.

Students who do not meet 50% of their Typical Growth target or with an SGP below 35 across two consecutive administrations will be considered as not demonstrating adequate growth.

i-Ready Diagnostic

- i-Ready provides Typical Growth and Stretch Growth benchmarks for each student.
- Adequate growth is defined as:
 - Meeting at least 50% of Typical Growth by midyear and 100% of Typical Growth by the end of year.

Students who do not meet at least 50% of their Typical Growth by midyear or 100% by the end of year will be considered as not demonstrating adequate growth.

HMH Into Reading

• Growth will be defined through unit/module assessments **or** weekly skill checks by requiring consistent performance gains across two consecutive assessments as students score at or above 70% on each assessment.

Students who do not demonstrate maintenance or upward trajectory (remaining below 70% proficiency across two or more consecutive unit assessments) will be considered as not demonstrating adequate growth.

FAST Progress Monitoring

Adequate growth is determined if:

o Students scale scores increase at least one Level from Level 1 to Level 2, Level 2 to Level 3 or students maintain Levels 3, 4 or 5.

Students who fail to demonstrate expected growth toward grade level benchmark.

Students demonstrating less than 50% of typical growth on STAR or i-Ready across two consecutive administrations, or students remaining at Levels or 2 on FAST without adequate scale score growth.

FAST: Students who remain at Level 1 or Level 2 across multiple administrations or fail to demonstrate scale score growth aligned to state established expectations will not meet adequate growth expectations.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Removed Tier 1 summary

Tier 2 interventions are designed to provide targeted, small-group instruction for students who are not making adequate progress toward grade level expectations, despite access to high quality Tier 1 instruction. The following performance criteria will be used to determine eligibility for Tier 2 support at the beginning of the school year and throughout the academic year:

Initial Identification (Beginning-of-Year Data):

Students will be considered for Tier 2 interventions if their performance meets any of the following criteria during the initial assessment window:

- FAST Assessment overall performance level of 2 or below, or
- Previous Year's PM3 Data: Students scoring below Level 3 on the prior year's PM3 FAST assessment, or
- i-Ready or STAR Diagnostic: Students performing below the 50th percentile (STAR) or achieving less than 70% of expected Typical Growth (i-Ready), or
- HMH Unit or Module Assessments: Students scoring below 70% on two or more consecutive unit/module assessments, or
- Classroom Based Measures: Teacher collected running records, fluency checks, or curriculum based measures indicating performance below grade level benchmarks

These measures suggest that the student is performing below grade level expectations and may benefit from additional instructional support beyond Tier 1.

Number of times per week interventions are provided: 3 times per week

Number of minutes per intervention session: 20 min.

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
FCRR Student Center		FCRR Student Center Activities do not meet
Activities- Supplemental		strong, moderate, or promising levels of
Materials		evidence; however, the following WWC
		Practice Guide Recommendation(s) support
		the program: Foundational Skills to Support
		Reading for Understanding in Kindergarten
		Through 3rd Grade. Recommendation 1:
		Teach students academic language skills,
		including the use of inferential and narrative
		language, and vocabulary knowledge —
		Minimal evidence. These recommendations
		were built into the program by embedding
		academically grounded language development
		and vocabulary-building tasks into the Student
		Center Activities. Each activity includes
		targeted vocabulary practice—students
		encounter, discuss, and use new words within
		structured contexts. Inferential and narrative
		language skills are practiced through prompts
		that ask students to describe, predict, or
		explain story elements, often utilizing visuals
		and sentence frames included in the materials.
		Activities provide repeated exposure and
		scaffolded support with teacher modeling
		followed by independent practice. The district
		will support and monitor implementation of
		this program by establishing implementation
		teams, including reading specialists and
		coaches, who will observe classrooms using
		the SCAs and provide feedback on fidelity and
		student engagement; using student language
		and vocabulary assessments at key intervals to track growth in academic language proficiency
		and inform grouping for differentiated
		instruction; and providing professional
		learning opportunities, including launch
		workshops that walk educators through the
		design and purpose of the SCAs with a focus
		on implementing academic and inferential
		language components, ongoing professional
		learning communities where teachers reflect
		Tourishing communities where teachers reflect

		on implementation and student outcomes, and instructional coaching cycles to model practices, co-teach, and provide tailored feedback.
AMIRA Learning – Teacher Led Small Group	Promising Evidence	
i-Ready Toolbox		i-Ready Toolbox does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge — Minimal evidence; develop awareness of the segments of sounds in speech and how they link to letters — Strong evidence; teach students to decode words, analyze word parts, and write and recognize words — Strong evidence; and use shared book reading to develop children's language, knowledge of print features, and knowledge of the world — Strong evidence These recommendations were built into the program by incorporating language-rich, standards-aligned instructional resources within the i-Ready Toolbox that support vocabulary development, phonological awareness, decoding, and comprehension; the Toolbox offers shared reading materials, activities targeting sound-letter correspondence, word analysis tasks, and prompts for inferential and narrative language use, all designed to be easily integrated by teachers into whole- and small-group instruction. The district will support and monitor implementation of this program by creating a team of literacy coaches and instructional leaders who will observe and provide feedback on teacher use of the Toolbox resources; regularly analyzing student performance data to inform differentiated grouping and Toolbox selection; and offering professional learning opportunities including: launch workshops that introduce teachers to the toolbox's resources and how they align to foundational reading skills; ongoing Professional Learning Communities in which educators share strategies and outcomes from using Toolbox materials; and instructional coaching cycles where coaches model effective shared reading, explicit

		phonics, and oral language interactions using Toolbox activities.
Wilson Reading System	Promising Evidence	
HMH Into Reading		HMH Reading Intervention does not
Intervention		meet strong, moderate, or promising
		levels of evidence; however, the
		following WWC Practice Guide
		Recommendation(s) support the
		program: Foundational Skills to Support
		Reading for Understanding in
		Kindergarten Through 3rd Grade —
		Teach students academic language
		skills, including the use of inferential
		and narrative language, and vocabulary
		knowledge (Minimal evidence),
		Develop awareness of the segments of
		sounds in speech and how they link to
		letters (Strong evidence), Teach
		students to decode words, analyze
		word parts, and write and recognize
		words (Strong evidence), and Ensure
		that each student reads connected text
		every day to support reading accuracy,
		fluency, and comprehension (Strong
		evidence); and Improving Reading
		Comprehension in Kindergarten
		Through 3rd Grade — Teach students
		how to use comprehension strategies
		(Strong evidence), Teach students to
		identify and use the text's
		organizational structure to
		comprehend, learn, and remember
		content (Moderate evidence), Guide
		students through focused, high-quality
		discussion on the meaning of text
		(Moderate evidence), Select texts
		purposefully to support comprehension
		development (Moderate evidence), and
		Establish an engaging and motivating
		context in which to teach reading

comprehension (Moderate evidence) These recommendations were built into the program by integrating structured routines for academic vocabulary development and inferential language prompts, explicit phonemic awareness and decoding instruction, word-part analysis, daily connected-text reading, comprehension strategy modeling, text structure awareness exercises, purposeful text selection, and interactive discussion components—all embedded within the HMH intervention's lessons and resources. The district will support and monitor implementation of this program by forming a leadership team of literacy coaches and instructional leaders who will observe classrooms using HMH materials and provide feedback on fidelity and student engagement; using formative and benchmark assessments to monitor students' language, decoding, and comprehension progress and inform flexible small-group instruction; and offering professional learning opportunities, including launch workshops to introduce teachers to the intervention's design and evidencealigned practices, ongoing professional learning communities where educators analyze results and refine instructional use of HMH resources, and instructional coaching cycles in which coaches model effective implementation of vocabulary instruction, decoding routines, comprehension strategies, and

		connected-text reading, then co-teach and offer tailored feedback.
	dents who are English lang	implemented for students with a disability, uage learners, if used instead of or in addition to
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Wilson Reading System	Promising	
AMIRA Teacher Led Small Group	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

For K-3 students who have a substantial deficiency in reading or demonstrate characteristics of dyslexia, the district provides targeted multisensory interventions designed to address the specific needs of these students. These interventions incorporate various sensory pathways—visual, auditory, kinesthetic, and tactile—ensuring a more comprehensive and accessible learning experience.

The following multisensory interventions are utilized:

- 1. The district will utilize a structured and sequential method to integrate visual, auditory, and kinesthetic learning, emphasizing phonemic awareness, decoding, and spelling patterns.
- 2. Wilson Reading System: The Wilson Reading System is a structured literacy program specifically designed for students with dyslexia. It employs multisensory techniques to support the development of phonological awareness, decoding, fluency, vocabulary, and comprehension.
- Interactive Reading and Writing Activities: Students engage in activities that integrate tactile and kinesthetic experiences (such as using letter tiles or writing in sand) while simultaneously developing their reading and writing skills. These activities are aligned with the principles of multisensory learning.
- 4. Small-Group and One-on-One Support: Multisensory interventions are delivered in small groups or individually to ensure intensive, focused instruction that addresses each student's specific needs. Progress is regularly monitored, and interventions are adjusted as needed.

These multisensory interventions aim to provide a comprehensive, engaging, and effective approach to reading instruction, ensuring that students with reading deficiencies or characteristics of dyslexia receive the support they need to succeed.

Small group and one-on-one supports are implemented using multisensory instructional routines that actively engage students in the learning process through visual, auditory, kinesthetic, and tactile modalities. This is accomplished through guided oral reading with immediate feedback, manipulation of letter tiles and word cards, writing words while saying sounds aloud, tracing letters and patterns, and practicing with decodable texts. These instructional settings provide opportunities for students to see, hear, say, and do simultaneously, which strengthens neural pathways for reading. The smaller instructional ratios also allow teachers to individualize support, monitor performance closely, and provide immediate corrective feedback. This ensures the interventions are not only intensive but also aligned with research based multisensory practices that support reading development.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Added and/or language to encompass all groups

The following performance criteria will be used to determine eligibility for Tier 3 interventions:

- O Level 1 on the FAST Assessment and/or
- students whose scale score falls within Urgent Intervention which is at or above the 9th percentile and/or
- students scoring two or more grade levels below their assigned grade on the i-Ready assessment and/or
- o students scoring 49% or below on HMH Benchmark assessments and/or
- students receiving Tier 2 interventions who fail to show adequate growth after 8 weeks of progress monitoring, defined as less than 50% of expected Typical Growth on STAR or i-Ready and/or
- o running records or fluency checks showing less than 50% of expected growth toward grade-level benchmarks.

These criteria ensure that students who are at risk for reading difficulties receive the appropriate level of intervention in a timely and effective manner.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

Any student who was retained in a previous grade OR

K-2nd:

- Student who scored below the 10th percentile or is unable to complete the assessment and/or
- Student who scores a level 1 on PM3 and/or

3rd:

- Student who scores below the 20th percentile on PM1 or PM2 and/or
- Student scores a Level 1 on any administration of FAST and/or
- •

Number of times per week interventions are provided: Interventions will be provided five (5) times per week.

Number of minutes per intervention session: Intervention sessions will be conducted for 30 minutes each

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
UFLI	Research-based	UFLI Foundations does not meet ESSA standards for strong, moderate, or promising levels of evidence; however, the program aligns with research supported recommendations from the WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.
		WWC Practice Guide Recommendations Implemented in UFLI Foundations:
		 Recommendation 1: Provide systematic and explicit instruction in phonemic awareness and phonics (Level of Evidence: Strong). Recommendation 2: Provide daily, scaffolded, small group instruction tailored to student needs (Level of Evidence: Moderate). Recommendation 3: Provide frequent opportunities for guided practice and corrective feedback (Level of Evidence: Moderate).
		These recommendations are built into UFLI Foundations through structured lesson plans, explicit skill progression, and embedded formative assessments that guide instruction.
		District Support and Monitoring: The district will support and monitor implementation of UFLI Foundations by:
		Conducting daily classroom observations and weekly coaching cycles to ensure fidelity of implementation

		 Providing professional learning opportunities, including training sessions and follow up workshops for teachers delivering UFLI Foundations Monitoring student progress through weekly progress monitoring tools and formative assessments, with adjustments made based on data trends Holding weekly data review meetings to evaluate program impact and identify areas for targeted support
FCRR Student Center Activities-Supplemental Material		See verbiage in Tier 2.
Peer Assisted Learning Strategies (PALS)- Teacher Led Small Groups	Moderate	
Corrective Reading	Promising Evidence	
Reading Mastery		Reading Mastery does not meet ESSA standards for strong, moderate, or promising levels of evidence; however, the program aligns with recommendations from the WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. WWC Practice Guide Recommendations Implemented in Reading Mastery: • Recommendation 1: Provide systematic and explicit instruction in phonemic awareness and phonics (Level of Evidence: Strong) • Recommendation 2: Provide daily,
		scaffolded, small-group instruction tailored to student needs (Level of Evidence: Moderate) • Recommendation 3: Provide frequent opportunities for guided practice and corrective feedback (Level of Evidence: Moderate) These recommendations are built into Reading Mastery through structured, sequenced lessons, explicit skill instruction,

and embedded formative checks that guide teacher instruction.

District Support and Monitoring:The district will support and monitor

The district will support and monitor implementation by:

- Conducting daily classroom observations and weekly coaching cycles to ensure fidelity
- Providing professional learning opportunities for teachers, including initial training and follow up workshops
- Using weekly progress monitoring to track student growth and guide instructional adjustments
- Holding data review meetings to evaluate program impact and determine additional support needs

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Mastery		See verbiage above.
Corrective Reading	Promising	
English Language Learne	ers	
Name of Program	ESSA Evidence Level	Verbiage (as needed)

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

For K-3 students with a substantial reading deficiency or characteristics of dyslexia, the district provides a range of multisensory interventions designed to support students' literacy development through visual, auditory, and kinesthetic activities. These evidence-based interventions include:

Peer-Assisted Learning Strategies (PALS):
 PALS is a structured, peer-mediated approach that involves students working together in pairs to practice essential reading skills. This intervention emphasizes fluency, phonemic awareness, and comprehension using multisensory methods, allowing students to reinforce their skills through

interactive, cooperative learning.

2. Reading Mastery:

A systematic, explicit reading program that incorporates multisensory strategies to teach decoding, comprehension, and fluency. This program focuses on phonemic awareness, word recognition, and fluency using a structured, step-by-step approach to ensure foundational skills are built with precision.

3. Corrective Reading:

A research-based intervention designed for struggling readers, Corrective Reading integrates explicit, systematic instruction in decoding, fluency, and comprehension. It uses multisensory techniques to engage students in learning through auditory, visual, and kinesthetic channels, reinforcing reading skills through repetition and reinforcement.

4. Interactive and Kinesthetic Learning Activities: Students participate in hands-on activities, such as using letter tiles, air writing, and finger tracking, to reinforce reading concepts. These activities promote engagement and improve letter-sound correspondence and word recognition.

Multisensory activities are embedded within each intervention to ensure that students receive instruction that is accessible, engaging, and effective. These activities may include letter tiles, air writing, sandpaper letters, and interactive technology to reinforce learning and make abstract concepts more tangible.

These targeted multisensory interventions are essential in helping students with reading deficiencies or dyslexia develop the foundational skills needed to succeed in reading.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The district has established a structured process to identify and solve problems that may arise in the implementation of Tier 3 interventions for students not meeting reading expectations. These procedures are designed to ensure that interventions remain effective and responsive to student needs.

1. Frequent Progress Monitoring:

O Weekly or bi-weekly progress monitoring is conducted for students receiving Tier 3 interventions. Data from tools like FAST, iReady, and other formative assessments are used to track students' response to interventions. If students fail to make measurable progress, adjustments are made to the intervention strategies or their intensity.

2. Data-Driven Decision-Making:

O Teachers, reading coaches, and instructional specialists analyze student data to evaluate the effectiveness of Tier 3 interventions. Regular data meetings are held to discuss student progress and determine whether modifications to instructional approaches are necessary. This includes reviewing assessment results, teacher observations, and student work samples.

3. Teacher Collaboration and Coaching:

 Reading coaches and specialists work collaboratively with classroom teachers to provide support and professional development. If issues are identified in Tier 3 interventions, the coach will observe instruction, provide feedback, and suggest strategies for improvement. Regular coaching cycles ensure that teachers have ongoing support in refining their practices.

4. Adjustment of Intervention Plans:

o If progress data indicates that Tier 3 interventions are not producing the desired results, the intervention plan is adjusted. This may involve increasing the intensity of instruction (e.g., more frequent sessions), altering the intervention methods, or using different evidence-based programs that better align with the student's needs.

5. Family and Specialist Collaboration:

Parent communication is an integral part of the problem-solving process. Teachers work
closely with families to share progress updates and suggest ways to support reading
development at home. If necessary, the student's Individualized Education Program (IEP) or
504 Plan is reviewed and updated to ensure that any required accommodations or
modifications are being implemented effectively.

6. Regular Fidelity Checks:

 Fidelity checks are conducted to ensure that Tier 3 interventions are being implemented with the intended intensity and consistency. These checks are performed by reading specialists, coaches, and administrators to verify that the intervention is being delivered according to the prescribed guidelines.

7. Adjustment of Instructional Materials:

o If Tier 3 interventions are not producing adequate results, the instructional materials being used may be reviewed and replaced with more specialized resources or programs that are better aligned with student needs. For example, tools like Wilson Reading or Orton-Gillingham may be implemented for students requiring more intensive, structured support.

These processes ensure that the district is continuously assessing the effectiveness of Tier 3 interventions and making data-driven decisions to adjust strategies, ensuring that every student receives the personalized support they need to succeed in reading.

7. Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)

Requirements of Summer Reading Camps pursuant to <u>s. 1008.25(8)</u>, F.S., include:

 Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;

- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - Note: Instructional personnel who possess a literacy micro-credential may not be assigned to these students.
- 7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

Summer Reading Camps for Retained Grade 3 Students

Schedule: The 3rd Grade Reading Camp will run for six weeks, beginning Monday, June 1st - Thursday, July 9th, from 8:00 a.m. to 2:00 p.m. The goal of the camp is to provide targeted, evidence based literacy instruction to support students in developing essential reading skills.

Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):

To ensure high-quality, evidence-based reading instruction during our 3rd Grade Reading Camp, we have selected two research-aligned resources that target essential components of literacy: Florida Center for Reading Research (FCRR) Student Center Activities and UFLI Foundations from the University of Florida Literacy Institute.

The FCRR Student Center Activities will serve as a core part of our reading camp rotations. These activities were developed by leading reading researchers and are aligned with the five key components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The materials are free, easy to implement, and highly engaging, making them ideal for use in small group centers or as part of instructional rotations. Their structured format allows teachers to deliver targeted practice that supports student mastery of foundational reading skills.

In addition, we will incorporate UFLI Foundations, a comprehensive, systematic phonics program developed by the University of Florida Literacy Institute under the leadership of Dr. Holly Lane. This resource is grounded in the Science of Reading and provides explicit instruction in phonics and word work. It includes decodable texts, detailed instructional routines, and cumulative review components that build decoding skills progressively. UFLI Foundations will be especially useful for students who need additional support in mastering phonics concepts.

Together, these materials provide a robust, evidence-based foundation for reading instruction and intervention, ensuring that all students receive the targeted support they need to grow as readers during the camp.

Alternative Assessment Used: Standford Achievement Test, 10th Edition

Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5

Will the district implement this option?				
□Yes	X No			
If yes, please describe the grade level(s) that will be invited to participate.				

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☑ Grade 6 ☑ Grade 7 ☑ Grade 8	☑ Vocabulary☑ Comprehension	☑ Screening☑ ProgressMonitoring	⊠ 3 x Year
	△ Graue 8		Summative	

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

	Ac	Iditional Assessment	(s)	
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Star Renaissance	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	✓ Screening✓ ProgressMonitoring✓ Diagnostic✓ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☑ 3 x Year ☐ Annually ☐ As Needed ☐ Other
i-Ready	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☐ Select Student	☐ Oral Language ☑ Phonological Awareness ☑ Phonics ☐ Fluency ☑ Vocabulary ☑ Comprehension	ScreeningProgressMonitoringDiagnosticSummative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Achieve 3000 LevelSet	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students	☐ Oral Language ☑ Phonological Awareness ☑ Phonics ☐ Fluency	ScreeningProgressMonitoringDiagnosticSummative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☑ 3 x Year

	Ac	ditional Assessment	(s)	
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☐ Select Students	▼ Vocabulary		☐ Annually
		■ Comprehension		☐ As Nee ded
				☐ Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

The district's process for identifying students in grades 6-8 in need of Tier 2 and Tier 3 interventions follows a structured, data-driven approach that ensures timely and targeted support for struggling readers. Utilizing a Multi-Tiered System of Supports (MTSS), the district identifies students who are at risk for reading difficulties and provides interventions tailored to meet their specific needs. This approach is grounded in universal screening, ongoing progress monitoring, and collaborative decision-making by educators to ensure that students receive the appropriate level of support based on their individual literacy profiles.

Steps for Identifying Students:

- 1. Universal Screening: All students in grades 6-8 are screened using diagnostic tools such as STAR Renaissance, i-Ready, and formative assessments to identify students at risk for reading difficulties.
- 2. Data Review and Analysis: Teachers review and analyze data from these screening and diagnostic assessments to pinpoint specific areas of deficiencies in literacy skills.
- 3. Tier Placement Determination: Based on the data, teachers collaborate to determine the appropriate tier of intervention (Tier 2 or Tier 3). Intervention plans include specific academic goals, instructional strategies, and detailed progress monitoring.
- 4. Ongoing Progress Monitoring: Students who show signs of difficulty are monitored regularly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.
- 5. Parent Involvement and Communication: Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.
- 6. Review and Adjustment: The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to instruction.

Through this systematic approach, the district ensures that students in grades 6-8 who need additional support in literacy are identified early and receive appropriate interventions to help them succeed.

- In grades 6–8, scores **below the 20th percentile** on FAST during the beginning or middle of the year administration and presents observable deficits in key reading domains.
- Scores Level 1 on the statewide, standardized ELA assessment (as defined in s. 1008.22(3)(a), F.S.).

10. Explain how the effectiveness of Tier 1 instruction is monitored.

- Universal Screening: All students are screened (e.g., FAST Progress Monitoring PM1–PM3) to determine whether Tier 1 instruction is meeting the needs of 80% or more of the student population.
- Benchmark Assessments: District-level benchmarks and common assessments are reviewed to ensure students are mastering grade-level expectations.
- Classroom Observation and Walkthroughs: Instructional coaches and administrators conduct regular fidelity checks using standards-based observation tools (e.g., Marzano or Danielson frameworks).
- Data Team/PLC Reviews: Grade-level or content-area teams review student performance data regularly (every 4–6 weeks) to determine if adjustments to Tier 1 instruction are needed.
- Standards Mastery Tracking: Teachers track student proficiency by standard using tools like formative quizzes, exit tickets, and curriculum-embedded assessments

11. Explain how the effectiveness of Tier 2 interventions is monitored.

- Progress Monitoring: Students receiving Tier 2 intervention are monitored at least bi-weekly using skill-specific probes (e.g., i-Ready, Achieve3000).
- Intervention Plans: Teachers develop and document intervention plans with specific goals, strategies, and expected outcomes; these plans are reviewed for alignment and effectiveness.
- Data-Based Decision Meetings: MTSS teams meet regularly (every 4–6 weeks) to evaluate progress monitoring data and determine whether students should continue in Tier 2, return to Tier 1, or move to Tier 3.
- Intervention Fidelity Checks: Instructional leaders ensure that interventions are implemented as intended—correct duration, frequency, group size, and program usage.
- Teacher Logs and Reflections: Intervention delivery is documented, and teachers reflect on student response to adjust instruction as needed.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

• Weekly Progress Monitoring: Students are assessed weekly using diagnostic-aligned tools targeting their specific areas of need (e.g., phonics, fluency, comprehension).

- Individual Intervention Plans: Plans must include SMART goals, instructional strategies, instructional minutes, and frequency. These are reviewed and updated as needed.
- Case Review Meetings: MTSS teams meet more frequently (every 3–4 weeks) to assess the impact
 of intensive interventions and determine next steps, including possible referral for evaluation (if
 appropriate).
- Fidelity Monitoring by Administrators or Coaches: Instructional leaders observe intervention sessions and provide feedback to ensure research-based strategies are used with consistency and accuracy.
- Parent Communication Logs: Regular updates to parents regarding student progress and instructional strategies used.

Grades 6-8 Decision Tree Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)

FAST PM3 Level 3 and/or

i-Ready Diagnostic – Early On-Grade or above and/or

STAR Reading – On-Grade Level or above

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

FAST/STAR scores where 80% of the students are at a Level 3 or higher as per from prior year and PM 1 from current school year.

Other Data Points to Review:

iReady and STAR Diagnostic scores on Fall administration where 80% of the students are at an early on-level range or above.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Amplify (6-8).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Core Instruction Indicate the core curriculum utilized. Add additional row	vs as needed.
Name of Program	Year of Program Adoption
Amplify	2022

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Added and/or language to encompass all groups

Grades 6-8 FAST - Level 2.

District/School/Teacher Formative Assessments - As needed.

Teacher Assessments (Classroom-Level Data)

- Formative Assessments: Students scoring below 70% on two consecutive unit tests, or comprehension checks.
- Running Records or Fluency Checks: Students reading below 50% of expected growth toward grade level benchmarks.
- Writing-to-Read Activities: Evidence from writing prompts, summaries, or constructed responses indicating inability to comprehend or synthesize grade level text.
- Teacher Observations: Patterns of struggle in decoding multisyllabic words, using context to understand unknown words, or demonstrating limited reading stamina noted across 3 instructional periods.

School Assessments (Interim or Benchmark Data)

- STAR Reading or i-Ready: Students scoring below the 40th percentile for reading comprehension or below 70% of expected Typical Growth.
- FAST Reading (grades 6–8 benchmark assessments): Students performing below Level 3 in overall score.
- School-Wide ELA Assessments: Students scoring below 70% on school created or district aligned interim assessments in two consecutive administrations.

District Assessments (High-Stakes or Standardized Data)

- State Assessments (FAST, FSA, ELA): Students scoring Level 1 or 2, and/or demonstrating substantial gaps in grade level reading proficiency.
- Diagnostic or Progress Monitoring Data: Evidence from i-Ready, STAR, or other districtwide tools showing students performing two or more grade levels below expectations, and/or achieving below 40th percentile in multiple domains.
- Previous Year Performance: Students who did not meet reading growth targets or scored Level 1 or 2 on prior year state or district assessments.

Students who meet any two or more of the above criteria from teacher, school, or district

assessments may be placed in Tier 2 targeted reading interventions. Placement will be data driven and revisited at 4 week progress monitoring cycles to ensure students are receiving the appropriate level of support.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Removed Tier 1 summary

Grades 6-8 FAST - Level 2 and/or

District/School/Teacher Formative Assessments – 60% or above.

Number of times per week interventions are provided: 3

Number of minutes per intervention session: 20 minutes

Course(s) where interventions take place: M/S Language Arts 1, 2 and 3

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amplify 6-8		Amplify ELA is approved as a core curriculum and is not approved for Tier 2 or Tier 3 interventions. The program incorporates research aligned instructional practices supported by the WWC Practice Guide: Foundational Skills to Support Reading for Understanding as appropriate for secondary-level recommendations for grades 6-8. WWC Practice Guide Recommendations Implemented in Amplify ELA: • Recommendation 1: Provide systematic and explicit instruction in phonics, vocabulary, and comprehension. • Recommendation 2: Scaffold instruction to support diverse learners, including English learners and students with disabilities. • Recommendation 3: Provide daily opportunities for practice with feedback and application in authentic reading and writing tasks.

This is built into the program by:

- Sequenced lesson plans that gradually increase in complexity while providing scaffolds for students who need additional support.
- Embedded vocabulary and comprehension exercises that align with text complexity and grade-level standards.
- Digital and print components that allow immediate feedback and guided practice within lessons.

The district will support and monitor implementation of Amplify ELA by:

- Conducting daily classroom observations and weekly coaching cycles to ensure fidelity to the core curriculum.
- Providing professional learning opportunities, including training sessions and follow-up workshops for all teachers using Amplify.
- Monitoring student progress through formative assessments, end of unit checks, and benchmark assessments, using data to guide instructional adjustments.
- Holding grade-level or department data review meetings to ensure that core instruction is effectively meeting students' literacy needs.
- The reading program provides printrich explicit and systematic, scaffolded, differentiated instruction with built in cues for corrective feedback.
- Each unit has a read aloud and essential question to build background knowledge and incorporates writing by using the text that students read as a mentor text.
- The program provides materials for whole group and small group instruction that are aligned to B.E.S.T.

		standards and uses Universal Design for Learning.
		es implemented for students with a disability, guage learners, as applicable. Add additional rows
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amplify 6-8		Verbiage is listed in above.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Name of Flogram	LOJA EVIDENCE LEVEL	Verbiage (as fiecueu)
Imagine Language and Learning	Promising	

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students are considered for Tier 3 intensive interventions when they do not demonstrate adequate progress during Tier 2 supports. Specifically, Tier 3 is initiated when students:

- Fail to make adequate growth after 6 weeks of Tier 2 interventions, defined as less than 50% of expected Typical Growth on STAR or i-Ready, and/or
- Continue to score below FAST Level 3 after two consecutive progress-monitoring checkpoints, and/or
- Score below 70% on HMH unit/module assessments across two consecutive administrations despite Tier 2 support, and/or
- Demonstrate persistent reading difficulties as identified through progress monitoring, teacher observation, or diagnostic assessments

Placement in Tier 3 ensures students receive smaller group or individualized instruction, progress monitoring twice each week, and evidence based interventions aligned to their specific skill deficits.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

Grades 6-8 FAST - Level 1 and/or District assessments – Below 60%

Number of times per week interventions are provided: 5

Number of minutes per intervention session: 30-45 minutes

Course(s) where interventions take place: Intensive Reading

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

additional rows as needed.			
Name of Program	ESSA Evidence Level	Verbiage (as needed)	
What Works Clearinghouse Practice Guides - Building decoding skill and reading fluency.		Building decoding skills and reading fluency does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide: Providing Reading Interventions for Students in Grades 6–8 supports this practice.	
		WWC Practice Guide Recommendations Implemented:	
		 Teach a set of academic vocabulary words intensively across several days Build students' decoding skills so they can read complex multisyllabic words Provide purposeful fluency-building activities to help students read effortlessly 	
		Resources Used to Support This Practice:	
		 Achieve3000 Text Sets Targeted decoding and fluency support Amira Learning (for fluency and comprehension practice with immediate feedback) 	
		The district will support and monitor implementation of this instructional practice by:	
		 Providing professional development on explicit and systematic instruction in decoding, vocabulary, and fluency Offering guidance on effectively utilizing the materials within small group or individualized instruction 	

		 Conducting daily classroom observations and coaching cycles to ensure fidelity Monitoring student progress through formative assessments, weekly progress checks, and data review meetings to adjust instruction as needed 		
PALS (Peer-Assisted Learning Strategies) – Peer Mediated Support		Population: SWD, students with IEPs, and ELLs needing structured peer support for fluency and comprehension WWC Practice Guide Alignment: Foundational Skills to Support Reading for Understanding • Recommendation 1: Small-group, peer-mediated practice (Level: Moderate) • Recommendation 2: Scaffolded guided practice with corrective feedback (Level: Moderate) Program Design: Students work in pairs using structured protocols to practice fluency and comprehension skills. District Support and Monitoring: Teachers observe PALS sessions, provide corrective feedback, and monitor student progress through weekly formative checks.		
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed. Students with Disabilities				
Name of Program	ESSA Evidence Level	Verbiage (as needed)		
Amplify 6-8	LUJA LVIGENCE LEVEI	Verbiage is listed in Tier 2.		
Achieve3000 Teacher Led Small Group	Strong			
English Language Learners				
Name of Program	ESSA Evidence Level	Verbiage (as needed)		

Amplify 6-8		Verbiage is listed in Tier 2.
Achieve3000 Teacher Led Small Group	Strong	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of district approved Tier 3 reading programs.
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 3 instruction is being delivered using the Tier 3 reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST	☑ Grade 9	☑ Vocabulary	□ Screening	⊠ 3 x Year
ELA Reading	☑ Grade 10	□ Comprehension	☑ Progress Monitoring	
			Summative	

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

	The state of the s	Additional Assessment	(s)	
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Star Renaissance	☑ Grade 9	☐ Oral Language	□ Screening	☐ Weekly
	☑ Grade 10	☐ Phonological	☑ Progress	☐ 2 x Month
	☐ Grade 11	Awareness	Monitoring	☐ Monthly
	☐ Grade 12	☐ Phonics	☑ Diagnostic	☐ Quarterly
	☐ All Students	⊠Fluency	☑ Summative	⊠ 3 x Year
	☑ Select Students	☑ Vocabulary		☐ Annually
		☑ Comprehension		☐ As Needed

		Additional Assessment	(s)	
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
				☐ Other
Achieve 3000	☑ Grade 9	☐ Oral Language	□ Screening	□ Weekly
LevelSet	☑ Grade 10	☐ Phonological	☑ Progress	☐ 2 x Month
	☑ Grade 11	Awareness	Monitoring	☐ Monthly
	☑ Grade 12	☐ Phonics	☑ Diagnostic	☐ Quarterly
	☑ All Students	☐ Fluency	☑ Summative	⊠ 3 x Year
	☐ Select Students	☑ Vocabulary		☐ Annually
		□ Comprehension		☐ As Needed
				☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

The district utilizes a structured and data-driven process to identify students in grades 9-12 who require Tier 2 and Tier 3 interventions, aligned with our Multi-Tiered System of Supports (MTSS). This process ensures that students who are struggling with early literacy skills receive timely and targeted support to address their individual learning needs.

- Universal Screening: At the beginning of each school year, all students in grades 9-12 undergo
 universal screening assessments to identify those who may be at risk for reading difficulties. These
 screenings assess key literacy skills such as phonemic awareness, letter recognition, and early
 reading fluency.
- 2. Ongoing Progress Monitoring: Students who show signs of difficulty are monitored regularly through ongoing progress monitoring assessments. These assessments are designed to track student growth in real-time and identify those who are not making sufficient progress despite core instruction.
- 3. Data Review and Team Collaboration: When a student demonstrates a consistent lack of progress or falls below grade-level benchmarks, a collaborative team, composed of classroom teachers, reading specialists, and instructional coaches, reviews the data to determine the student's need for additional support. This includes analyzing assessment results, classroom performance, and other relevant data points.
- 4. Tiered Intervention Placement: Based on the data, students who require more intensive support are placed into Tier 2 or Tier 3 interventions. Tier 2 interventions typically involve small-group instruction focused on targeted skill development, while Tier 3 interventions are more individualized, providing one-on-one support tailored to address specific deficits in literacy skills.

- 5. Parent Involvement and Communication: Throughout the intervention process, parents are kept informed and involved. Teachers share progress with families, offer strategies for supporting literacy at home, and collaborate to ensure that students receive consistent support both at school and at home.
- 6. Review and Adjustment: The effectiveness of interventions is reviewed regularly through progress monitoring data. If students show little to no improvement, adjustments to the intervention plan are made, which may include escalating to more intensive interventions or further modifications to instruction.

Through this systematic approach, the district ensures that students in grades K-3 who need additional
support in literacy are identified early and receive appropriate interventions to help them succeed.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

- Universal Screening: All students are screened (FAST Progress Monitoring PM1-PM3) to determine whether Tier 1 instruction is meeting the needs of 80% or more of the student population.
- Benchmark Assessments: District-level benchmarks and common assessments are reviewed to ensure students are mastering grade-level expectations.
- Classroom Observation and Walkthroughs: Instructional coaches and administrators conduct regular fidelity checks using standards-based observation tools (Marzano or Danielson frameworks).
- Data Team/PLC Reviews: Grade-level or content-area teams review student performance data regularly (every 4–6 weeks) to determine if adjustments to Tier 1 instruction are needed.
- Standards Mastery Tracking: Teachers track student proficiency by standard using tools like formative quizzes, exit tickets, and curriculum-embedded assessments

16. Explain how the effectiveness of Tier 2 interventions is monitored.

- Progress Monitoring: Students receiving Tier 2 intervention are monitored at least bi-weekly using skill-specific probes (e.g., i-Ready, Achieve3000).
- Intervention Plans: Teachers develop and document intervention plans with specific goals, strategies, and expected outcomes; these plans are reviewed for alignment and effectiveness.
- Data-Based Decision Meetings: MTSS teams meet regularly (every 4–6 weeks) to evaluate progress monitoring data and determine whether students should continue in Tier 2, return to Tier 1, or move to Tier 3.
- Intervention Fidelity Checks: Instructional leaders ensure that interventions are implemented as intended—correct duration, frequency, group size, and program usage.
- Teacher Logs and Reflections: Intervention delivery is documented, and teachers reflect on student response to adjust instruction as needed.

17. Explain how the effectiveness of Tier 3 interventions is monitored.

- Weekly Progress Monitoring: Students are assessed weekly using diagnostic-aligned tools targeting their specific areas of need (e.g., phonics, fluency, comprehension).
- Individual Intervention Plans: Plans must include SMART goals, instructional strategies, instructional minutes, and frequency. These are reviewed and updated as needed.
- Case Review Meetings: MTSS teams meet more frequently (every 3–4 weeks) to assess the impact
 of intensive interventions and determine next steps, including possible referral for evaluation (if
 appropriate).
- Fidelity Monitoring by Administrators or Coaches: Instructional leaders observe intervention sessions and provide feedback to ensure research-based strategies are used with consistency and accuracy.
- Parent Communication Logs: Regular updates to parents regarding student progress and instructional strategies used.

Grades 9-12 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

Universal Screenings:

FAST Levels 3-5,

i-Ready On-Grade Level or above and/or

Achieve3000 LevelSets score is MEETS for appropriate grade level.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

- FAST/STAR scores where 80% of the students are at a Level 3 or higher as per PM 3 from prior year.
- i-Ready Diagnostic On-Grade Level

Universal screening and monitoring of all high school students' reading comprehension and vocabulary skills

Performance Benchmarks:

- o Grade-Level Proficient: Students scoring at or above the 50th percentile for their grade level and meeting expected Typical Growth targets
- o At-Risk / Tier 2 Consideration: Students scoring below the 50th percentile or achieving less than 50% of expected Typical Growth in reading comprehension

Identifies students who need additional support or Tier 2 interventions and informs differentiation in core English/ELA instruction

Achieve3000 (Lexile-Based Text Sets / Reading Level Sets)

- Supports comprehension and vocabulary development through informational texts aligned to high school standards
 - o Grade-Level Proficient: Students completing texts at their assigned Lexile level with ≥75% accuracy on comprehension activities
 - o At-Risk / Tier 2 Consideration: Students completing activities with <75% accuracy or performing more than one Lexile band below grade level expectation
- Monitor growth, guide small group or differentiated instruction, and flag students for Tier 2 support.
- Benchmarks focus on reading comprehension, critical thinking, and application to grade-level texts, not basic decoding.
- Students who do not meet Tier 1 benchmarks are flagged for Tier 2 interventions, which may include small-group instruction, supplemental reading programs, or targeted content-area support.
- Progress will be reviewed three times per year (beginning, middle, end), with frequent monitoring (once every 4 weeks) for students near the Tier 2 threshold.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of SAAVAS (9-12).
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 1 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

Core Instruction Indicate the core curriculum utilized. Add additional r	ows as needed.	
Name of Program	Year of Program Adoption	
SAAVAS Learning	2022	

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Added and/or language to encompass all groups.

Students who do not meet Tier 1 benchmarks are flagged for Tier 2 interventions, which may include small-group instruction, supplemental reading programs, or targeted content-area support.

At-Risk / Tier 2 Consideration will be given to students completing activities with <75% accuracy or performing more than one Lexile band below grade level expectation for Achieve3000.

At-Risk / Tier 2 Consideration will be given to students scoring below the 50th percentile or achieving less than 50% of expected Typical Growth in reading comprehension on the i-Ready diagnostic test.

Teachers and administrators will monitor growth, guide small group and/or differentiated instruction, and flag students for Tier 2 support

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

FAST-Level 2

i-Ready: One Grade Level Below Achieve3000 Level Set: Approaches

Number of times per week interventions are provided: 3

Number of minutes per intervention session: 15 minutes

Course(s) where interventions take place: English 1, English 2, English 3, English 4

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
SAAVAS Learning		SAVVAS ELA is approved as a core curriculum
		and is not approved for Tier 2 or Tier 3
		interventions. The program incorporates

instructional practices aligned with researchsupported recommendations from the WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices (appropriate for grades 9–12).

WWC Practice Guide Recommendations Implemented in SAVVAS ELA:

- Recommendation 1: Provide direct, explicit instruction in comprehension strategies (Level of Evidence: Strong)
- Recommendation 2: Engage students in content-area reading with scaffolded support (Level of Evidence: Moderate)
- Recommendation 3: Provide multiple opportunities for students to write about text to improve comprehension and vocabulary (Level of Evidence: Moderate)

This is built into the program by:

- Embedding structured reading comprehension lessons with modeling and guided practice
- Including scaffolded texts and supports for complex literary and informational texts across content areas
- Providing structured writing tasks, discussion prompts, and formative checks aligned to each lesson to reinforce comprehension and vocabulary

The district will support and monitor implementation of SAVVAS ELA by:

- Conducting classroom observations and coaching cycles to ensure fidelity of core instruction
- Providing professional learning opportunities, including training sessions and follow-up workshops for teachers
- Monitoring student progress through formative assessments, end-of-unit checks, and benchmark assessments, using data to guide differentiation

		Holding department and/or or grade-level data review meetings to ensure all students are progressing in literacy skills
Achieve 3000	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
-		Verbiage is above.
Saavas Learning		
Achieve3000	Strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Achieve 3000	Strong	
	.,	

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students in grades 9–12 may be recommended for Tier 3 interventions if they do not demonstrate adequate progress during Tier 2 supports, as evidenced by the following:

Progress Monitoring & Growth

- Failure to meet expected rate of improvement after 8 weeks of Tier 2 intervention, defined as less than 50% of expected growth on i-Ready and/or STAR Reading.
- Stagnant or declining growth trends across three or more consecutive progress monitoring data points despite consistent intervention.

Benchmark/Assessment Performance

- i-Ready Reading Diagnostic:
 - o Grade 9: Scale Score < 500
 - o Grade 10: Scale Score < 520
 - o Grade 11: Scale Score < 540
 - o Grade 12: Scale Score < 560
- STAR Reading:
 - o Below the 10th percentile nationally or
 - o Grade Equivalent (GE) below:
 - 6.0 in Grade 9
 - 7.0 in Grade 10
 - 8.0 in Grade 11

SAAVAS does not meet strong, moderate, or promising levels of ESSA evidence, it has instructional routines that align with the following recommendations:

Recommendation 1: Provide explicit vocabulary instruction (*Strong Evidence*)

Built into the program, Savvas' emphasizes
 on the way students encounter new terms in
 context, practice them across multiple
 readings, and apply them in both oral and
 written responses, strengthening
 comprehension of complex high school texts.

Recommendation 2: Provide direct and explicit comprehension strategy instruction (*Strong Evidence*)

 Savvas incorporates explicit modeling of comprehension strategies, such as identifying main ideas, analyzing arguments, annotating texts, and summarizing. Students apply these strategies to informational and literary texts aligned to grade level standards.

Recommendation 3: Provide opportunities for extended discussion of text meaning and interpretation (*Moderate Evidence*)

 Savvas lessons integrate structured discussion opportunities, such as text-based questioning and collaborative analysis. These activities engage students in higher order thinking and improve interpretation skills across subject areas.

Recommendation 4: Increase student motivation and engagement in literacy learning (*Moderate Evidence*)

 Savvas includes a wide range of highinterest, diverse, and career connected texts.
 Opportunities for student choice and personalized goal setting foster engagement and connect literacy skills to postsecondary pathways.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

- Providing professional development to all teachers in systematic and explicit instruction in the six components of reading.
- Providing professional development in the implementation of Tier 3 Intervention programs.
- Providing professional development in the implementation of the B.E.S.T. standards in reading for all teachers.
- Monitoring lesson plans to ensure that Tier 2 instruction is being delivered using the core reading program and targeted skill-based instruction.
- FCRR Literacy Walk-Throughs to monitor the plans in action.
- District and School Based Reading Coaches will provide coaching using the steps from the FCRR Reading Coach Endorsement.

5) Professional Learning (Rule 6A-6.053(9)(b)3.f.—j., F.A.C.)

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. <u>1012.585(3)(f)</u> and <u>1012.98(5)(b)11.</u>, F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
UFLI Foundations	K-2	Designed to improve literacy outcomes for struggling students by addressing two key areas: reader development and teacher development.
FCRR Reading Endorsement	K-12	Evidence-based pathway designed for teachers to earn the full Reading Endorsement.
Lastinger Center Literacy Micro-Credentials	PreK — 12	Equips birth to twelfth-grade instructional personnel to identify literacy difficulties and determine appropriate interventions, pply evidence-based practices, and effectively use progress monitoring and intervention materials
Grand Canyon University Professional Development	K-12	Supports K–12 districts in meeting state certification requirements, advancing teacher and leader expertise, and fostering continuous improvement in instructional practice. Programs align with the Science of Reading, college and career readiness standards, and other evidence-based instructional frameworks.

Instructional Personnel and Certified Prek Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

Gadsden County Public Schools provides a comprehensive professional learning framework to assist instructional personnel and certified PreK teachers funded in the Florida Education Finance Program (FEFP) in earning state-approved certifications, credentials, endorsements, and advanced degrees in scientifically researched and evidence-based reading instruction. This framework ensures alignment with Florida's

Reading Endorsement Competencies and the Science of Reading principles, while offering multiple pathways for professional growth.

- University of Florida Literacy Institute (UFLI)
 Instructional staff participate in targeted professional learning using the UFLI Foundations program, which offers explicit, systematic training in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Professional development is delivered through district-led workshops, coaching cycles, and model lessons, with embedded practice opportunities. UFLI training is integrated into ongoing professional learning communities (PLCs) to support application and sustainability.
- Florida Center for Reading Research (FCRR) Reading Endorsement Program
 Teachers enroll in the FCRR's competency-based online modules, which are designed to meet
 Florida's Reading Endorsement requirements. District leadership coordinates cohort enrollment,
 monitors progress and provides release time or stipends for completion. The program's self-paced
 structure allows teachers to apply newly acquired skills directly to their classroom instruction, with
 coaching support to ensure fidelity.
- Lastinger Center Literacy Micro-Credentials
 Through a partnership with the University of Florida Lastinger Center, teachers engage in literacy micro-credential courses that focus on discrete, evidence-based instructional practices. These stackable micro-credentials provide a pathway toward full endorsements and advanced literacy qualifications. Learning is competency-based, requiring demonstration of mastery through classroom artifacts and video submissions reviewed by certified assessors.
- Grand Canyon University (GCU) Professional Development Program
 Certified PreK teachers and instructional personnel have access to GCU's online professional
 development and advanced degree programs in reading and literacy education. Participants can
 pursue graduate-level coursework leading to master's degrees, reading specialist certifications, or
 other literacy-related credentials. The district provides guidance on tuition assistance, scheduling
 flexibility, and integration of GCU coursework into professional growth plans.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

The Office of Professional Learning regularly reviews progress- monitoring data from all our schools and responds with support and trainings based on the individual needs of schools and teachers. Principals identify teachers whose progress monitoring data is not showing adequate growth through faculty meetings and data chats, and provide intensified, differentiated professional learning as needed.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

The district provides guidance on identifying mentor teachers and model classrooms through face-to-face meetings, email, and each site's professional learning advocate. Mentor teachers and model classrooms are identified through weekly walkthroughs, faculty meetings, and data chats. Administrators work with their Literacy Leadership Teams to identify the key instructional characteristics required for each grade level and utilize data to select teachers routinely displaying these instructional characteristics within their classrooms.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

Principals schedule common planning times for grade levels or departments and the school leadership (Principal, assistant principal, or coach) meets weekly or biweekly with teachers to provide embedded professional learning through Professional Learning Community (PLC) structures. During these meetings, teacher teams discuss benchmarks, review student work and data, and plan upcoming instruction, providing relevant and differentiated professional learning for each team. Progress monitoring data identify teachers in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district training.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
Varsity Tutoring	K-12	High-quality, research-based instructional materials designed to improve literacy outcomes for students in PreK–12. These materials are aligned with the Science of Reading and the Florida B.E.S.T. Standards, focusing on the five essential components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.
District Beyond the School Day Tutoring Program – Teacher Developed Resources	K-12	Teacher-developed resources are created to directly address skill deficiencies identified through progress monitoring, classroom assessments, and statewide assessment data. All resources are aligned to the Florida B.E.S.T. Standards and grounded in scientifically researched and evidence-based instructional practices, with a strong emphasis on literacy

7) Family Engagement (Rule 6A-6.053(9)(b)3.o., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

- Parents of students identified with a substantial deficiency in reading will be provided a read-athome plan that the parent can use to help with reading at home.
- Monthly community meetings will provide parents with strategies to support literacy for students with substantial reading deficiency.
- Community partners will continue to provide books to encourage literacy to all students.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

- Eligible Parents provided with a New World Reading Initiative Flyer with instructions on how to enroll their Tier 1 and Tier 2 children that are in grades K-5.
- B.E.S.T. parent guides in English/Spanish K-8th grade Parent Guides for English Language Arts (fldoe.org) Just Read Families- Just Read, Families! (fldoe.org)
- Just Take 20 See it Read it activities JT20: IF You See It, Read It
- B.E.S.T. ELA/Civics book lists.
- The district purchased 50 % of the B.E.S.T. ELA Booklist to be housed in the school's media center/and or online library. Teachers and students can check out the books and teachers send reading activities home for families to engage in literacy activities like Literacy Nights.
- Use Open House to provide "read with your child" engagement activities.
- Request SRLD to provide training to Literacy Leadership Teams on ways to engage parents in literacy at the school level.

8) Assurances (Rule 6A-6.053(9(b)2., F.A.C.)

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
EK	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
EK	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c)</u> , <u>F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c)</u> , <u>F.A.C.</u>
EK	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <u>s. 1012.34, F.S.</u> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
EK	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
EK	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

EK	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
EK	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
EK	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
EK	 The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Elijah Key	
Signature:	Date:

House Bill 1255 amends section 1003.4201, Florida Statutes, and adds a component of the reading instruction plan to provide a description of how the district prioritizes the assignment of highly effective teachers from kindergarten to grade 2.

9) Highly Effective Teachers

Describe how the district prioritizes the assignment of highly effective teachers, as identified in

s. 1012.34(2)(e), from kindergarten to grade 2.

In alignment with House Bill 1255 and section 1003.4201, Florida Statutes, the district prioritizes the assignment of highly effective teachers to kindergarten through grade 2 classrooms to ensure that students receive strong foundational literacy instruction during these critical early years.

Priority placement of highly effective teachers is first provided to schools identified for support under the guidance of the Bureau of School Improvement (BSI). By strategically aligning teacher assignments to schools with the greatest need, the district ensures that our most effective educators are positioned where their expertise can have the strongest impact on student outcomes.

To further support this commitment, the district actively recruits highly qualified teachers through multiple pathways, including hosting and attending job fairs at the local, regional, and state levels and actively recruits international teachers which helps expose our students to other cultures. These efforts are designed to attract strong candidates with proven instructional expertise, as well as those with the potential to develop into highly effective teachers through district-provided professional development and mentoring.

The district also partners with universities, alternative certification programs, and community organizations to expand the pipeline of effective K-2 teachers. Ongoing professional learning, coaching,

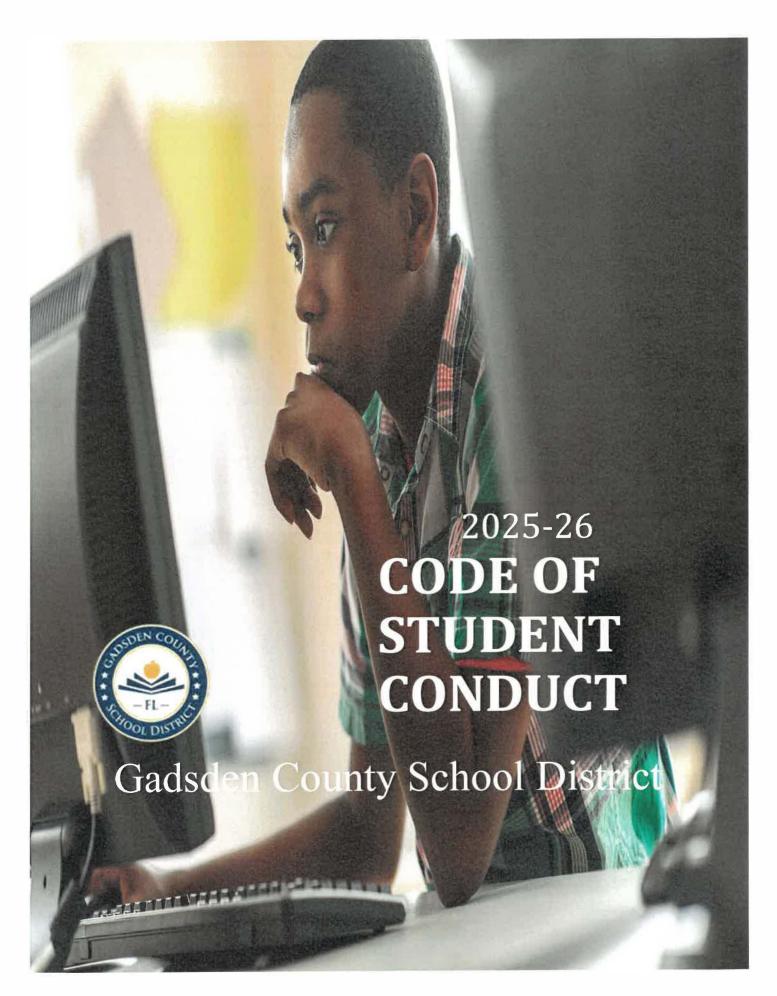
and targeted supports are provided to ensure teachers maintain and grow their effectiveness once placed in classrooms.

Through this strategic combination of priority placement, targeted recruitment, and sustained support, the district maximizes the impact of highly effective teachers on early literacy development in grades K–2.

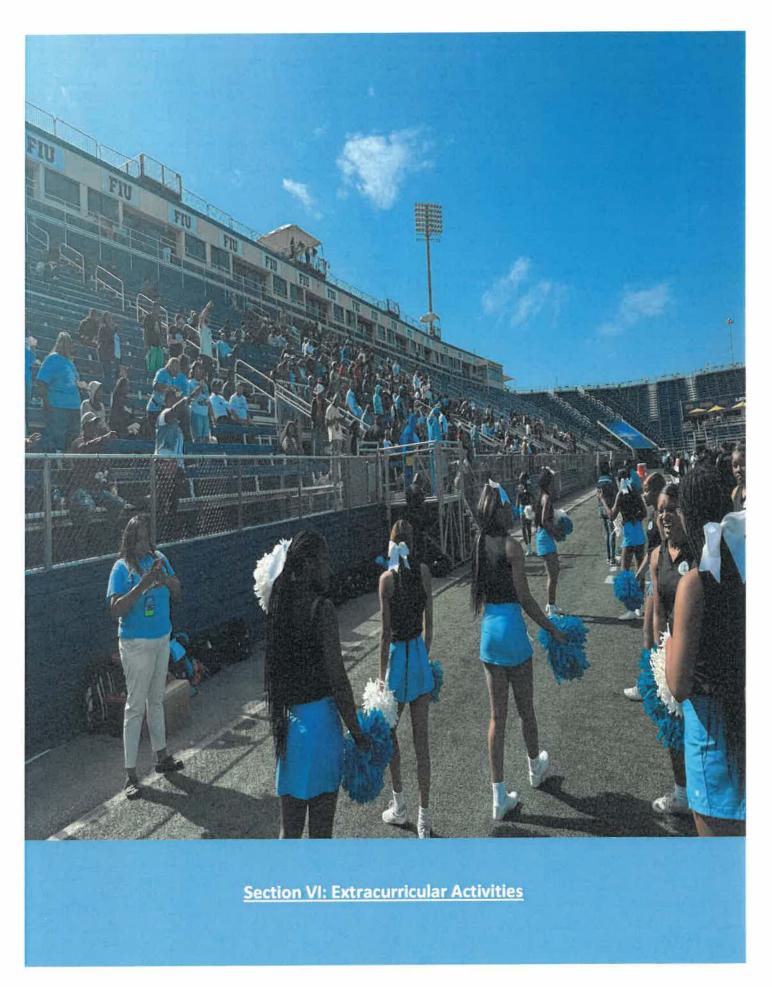
SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b		
DATE OF SCHOOL BOARD MEETING: September 23, 2025		
TITLE OF AGENDA ITEM: Student Code of Conduct Amendment-Section VI: Extracurricular Activities		
DIVISION: Support Services		
This is a CONTINUATION of a current project, grant, etc.		
PURPOSE AND SUMMARY OF ITEM:		
The purpose of this agenda item is to request Board approval to amend the 2025-26 Student		
Code of Conduct to include Section VI: Extracurricular Activities.		
FUND SOURCE: NA		
AMOUNT: NA		
PREPARED BY: Dr. Sylvia R. Jackson		
POSITION: Assistant Superintendent for Support Services		
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:		



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EXTRACURRICULAR ACTIVITES

Students and Student Athletes will exhibit satisfactory conduct in order to retain eligibility to participate in extracurricular activities in the Gadsden County School District. Students attending an Alternative School cannot participate in extracurricular activities unless approved by the Superintendent. Participation in extracurricular/co-curricular activities is a privilege extended to GCSD students, but participation is not a student right. In order to participate in extracurricular/co-curricular activities or athletic programs, students must adhere to Board policies, school and District participation criteria, and applicable law. A student may not be eligible to participate in extracurricular/co-curricular activities for disciplinary offenses and may have participation privileges revoked. It is important for students to understand that the behavioral expectations placed upon students by the school can extend beyond the classroom and school campus (e.g., social media); therefore, off-campus behavior may also impact a student's participation in extracurricular/co-curricular activities. If it is discovered that the student has exhibited behavior that violates Board policies, school and District participation criteria, and/or applicable laws, even while in the community, the student's participation privileges shall be withheld for ten (10) school days to allow District staff to determine the student's future eligibility to participate. Students that have a pending criminal charge will not be able to participate in extracurricular activities until there is a review by the Superintendent, Asst. Superintendent of Support Services or Designee.

Disciplinary Actions - Extracurricular Activities/Athletics

<u>For In-school Suspension:</u> Students may participate in extracurricular activities during in-school suspension except for the fighting grouped section and when placed as an intervention in discipline chart. (Example: And loss of extracurricular activities)

For Out of School Suspension: Students assigned to Out of School Suspension shall be excluded from participating in all extracurricular activities from the date of the offense until completion of the disciplinary action. For the purpose of continuity suspension shall begin the day the referral is finalized, and the consequences issued by the appropriate administrator.

For Level III, or Level IV Offenses: Students who commit a Level III, or Level IV Offense shall be excluded from participating in all extracurricular activities from the date of the offense until completion of the disciplinary action. Students referred to the Office of the Assistant Superintendent for Support Services are not eligible to participate in athletic or extracurricular events until completion of the hearing and the completion of any consequences issued by the Office of the Assistant Superintendent for Support Services from the date of the offense until completion of the disciplinary action.

Alcohol and/Drug Offenses: In addition to the actions listed above, a student who commits an Alcohol and/or Drug offense must be referred to the Substance Use Prevention Counseling Education Program and shall not participate in any extracurricular activities during the term of the disciplinary action.

Students entering Gadsden County School District from another school district or charter school must complete any disciplinary actions from the previous school district before the student is eligible to participate in any interscholastic or intrascholastic school activity within Gadsden County School District.

Special Note: Athletic Policies

- A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including ss. 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
- 2. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in s. 1006.15(3)(h) F.S.
- 3. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation pursuant to s. 1006.20(2)(b) F.S.

The following includes a list of examples, such as, but not limited to, which may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or intrascholastic activities:

- School attendance policy that may prevent a student from participating.
- Alcohol/drug related behavior
- School/classroom discipline issues
- Social Media issues
- Bullying/Cyberbullying
- Homicide
- Sportsmanship
- Dress Code Policy

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Limit of Eligibility

- High School Age Limit A student who reaches the age of 19 prior to July 1st, shall become permanently ineligible.
- Middle School Age Limit A student who reaches the age of 15 prior to July 1st, shall become permanently ineligible.
- Physical Evaluation (EL2) and Consent and Release from Liability Certificate (EL3)
- Any other district policy which would remove or prevent a student from participating in extracurricular activities
- Verification of Health Insurance
- Birth Certificate
- Media Release
- Sportsmanship Contract
- NFHS concussion, heat & hydration and sudden cardiac arrest courses

Middle School Eligibility

Academic Requirements: A student will become academically eligible upon his or her promotion to the 6th grade. Thereafter the student must maintain a 2.0 grade point average (GPA) for each grading period. A student must not have more than one failing grade to remain eligible for athletics. (Two or more F's with or without a 2.0, the student is not eligible to participate in sports).

- 1. For 7th and 8th grade students, their eligibility is based on the entire previous school years' cumulative average. The final grades for each class are what are to be used to determine GPA a student must not have more than 1 failing grade. (An F is considered a failing grade).
- 2. The report card will determine eligibility at the end of the 1st, 2nd, and 3rd nine-week grading periods. (Eligibility will be determined the day report cards are issued to all students in the district.) The student will become eligible or ineligible on the day that report cards are issued. Grade recovery will not affect the student's eligibility until the day report cards are issued for the next nine-week period. (See Middle School Bylaws).
- 3. Any rules or regulations not addressed in the middle school constitution, we defer to the FHSAA by-laws.
- 4. Athletes have 3 years of eligibility from the time they enter 6th grade, whether they do or do not participate in athletics during any of those years. The student must be approved by the principal to represent his/her school for each athletic contest. It is the right of the principal to deny such participation.

High School Eligibility

Academic Requirements: 2.0 GPA Required for Academic Eligibility

A high school student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (s. 1006.15(3)(a)1, Florida Statutes). Final grades previously earned by the student from another school shall not be converted using the scale in Calculating GPA. The grades from all courses required for graduation that a student takes, including those taken by the student before he/she begins high school, must be included in the calculation of the student's cumulative GPA at the conclusion of each semester. For public school students, this includes the courses listed in s. 1003.4282, F.S.

Academic Eligibility/Ineligibility is for a semester. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2. The student's academic eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester. 9.4.1.3 Attendance during previous two consecutive semesters required. A student cannot be academically eligible if he/she has not attended school and received grades for all courses taken during the previous two consecutive semesters. (See FHSAA Bylaws)

(Eligibility will be determined the day report cards are issued to all students in the district.)

All District High Schools shall be members of the Florida High School Athletic Association, Inc.. (FHSAA) and shall be governed by the rules and regulations adopted by FHSAA. Students who participate in athletics shall meet eligibility requirements by FHSAA and the school board.

- 9.5.1 High School Student Has Eight Semesters of Eligibility. A student is limited to eight consecutive semesters of eligibility beginning with the semester he/she begins ninth grade for the first time. This does not imply that the student has eight semesters of participation. After eight consecutive semesters, the student is permanently ineligible.
- 9.5.3 Student Whose Limit of Eligibility Expires During Sports Season. A student whose eight-semester limit of eligibility expires during the season of a sport in which the student is participating may complete the season if the student continues to meet all other eligibility requirements. The student, however, will not be permitted to participate in any other sport that begins after his/her limit of eligibility has expired.

9.5.1.3 Exception. A student who begins the school year at a FHSAA member school, after completing the full school year in their former country coinciding with the end of the first semester of the FHSAA member school's previous academic year, will not have their limit of eligibility impacted by the missed semester.

Special Note: Athletic Student Transfer Eligibility

Please refer to HB 225 for Transfer regulations and participation in athletics. Per FHSAA Bylaw 9.3.3.2, the EL6 is required for any student who transfers or changes schools during the school year or over the summer period between school years.

<u>Transfer Regulations before Participating in Athletics</u> transfer student who has not participated in school-sponsored activities on or after the official start date of that sport season may seek to immediately join a team, provided the roster has not reached the identified maximum size and the coach determines that the student has the requisite skill and ability to participate.

EL 6 Notice of Transfer Form By submitting this form to the previous school, the member school is performing its due diligence in determining the eligibility of this student under the provisions of FHSAA Bylaws 9.3.3, 9.3.4 and 9.3.5. The student must meet all other eligibility requirements to maintain eligibility. The school/student must complete a GA4 Affidavit of Compliance with Policy on Recruiting. A student who is ineligible at the time of his/her transfer or change of school may not regain eligibility through the use of this form.

The FHSAA allows for some exemptions for students not attending a FHSAA member school participation in high School athletics. These include students who are Home Schooled, those attending Charter Schools, Private Schools, or other Non-Traditional schools, or are full-time students through FLVS or VOL. Please see the individual sections below.

As used in this section and s. 1006.20, the term "eligible to participate" includes, but is not limited to, a student participating in tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice, or contests. The term does not mean that a student must be placed on any specific team for interscholastic or intrascholastic extracurricular activities.

*** ANY AND ALL STUDENTS MUST REGISTER IN "Home Campus" TO COMPLETE THE REMAINDER OF THIER ATHLETIC PAPERWORK THAT IS REQUIRED BY ALL ATHLETES. All paperwork and registration in home campus must be completed before a student-athlete can participate.

According to FHSAA By-law 9.2, students not attending their zoned high school are afforded the opportunity to participate in the athletic program at their zoned schools provided certain requirements are met.

- 1) Meet all other FHSAA eligibility requirements that zoned students must meet academic, behavioral, residency, age, attendance, or additional eligibility requirements set forth by the FHSAA.
- 2) Register intent to participate in Interscholastic Athletics prior to participation in a sport and prior to the first official day of practice for said sport according to the FHSAA calendar.
 - 3) Completion of appropriate FHSAA eligibility form.
 - EL 7 Home School Students
 - EL12 FHSAA Non-Member School Students
 - EL 14 Charter School/Alternative School/Special School
 - GA 4 ALL Home Ed/Non-Member/Charter/Alternative/Special

For those needing to complete the EL 12

The first page is for the parents of the students to complete and sign. Signatures must be done in the presence of a notary. Gadsden County School District does have a notary on who can assist you if necessary. The second page must be taken to your current school and completed by the principal or designated appointee. The third page **must** be verified by the Athletic Director, signed and dated by Athletic Director and a School Administrator. **All pages must be returned** to the Administrative Office at their participating school to complete the eligibility check. Please note a complete transcript including dates, names of courses, provider and grade received in course must include Grade 8 through current year in addition to the appropriate FHSAA forms. Please contact a school administrator to schedule an appointment to meet with the Athletic Director to process your forms. Please note it may take several days or more to receive an eligibility ruling.

Please note the Athletic Director cannot rule on your final eligibility until all forms and questions have been answered and we have submitted your paperwork to the FHSAA. You will not be eligible to participate or compete in interscholastic competition until an eligibility ruling is finalized.

For those needing to complete the EL 14

This is a one page form that needs completed by both the parent and the school district. The top portion of the form must be completed by the parent or legal guardian. Section B must be completed by the GCSD District Family and Community Engagement Office.



GCSD Non-Discrimination Statement

The Gadsden County School District does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, or any other reason prohibited by law. The School Board also provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. The following persons have been designated to handle inquiries regarding the nondiscrimination policies, reports of alleged violations, concerns about compliance, and/or the grievance procedure(s), etc.: