

AGENDA

REGULAR SCHOOL BOARD MEETING

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

August 22, 2017

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

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

ITEMS FOR CONSENT

5. REVIEW OF MINUTES – **SEE ATTACHMENT**
 - a. July 25, 2017, 4:30 p.m. – School Board Workshop
 - b. July 25, 2017, 6:00 p.m. – Tentative Budget Hearing
 - c. July 25, 2017, Immediately Following Tentative Budget Hearing at 6:00 p.m. - Regular School Board Meeting
 - d. August 1, 2017, 5:00 p.m. – Special School Board Meeting
 - e. August 10, 2017, 5:00 p.m. – Special School Board Meeting

ACTION REQUESTED: The Superintendent recommends approval.

6. PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #4**
 - a. Personnel 2017 – 2018

ACTION REQUESTED: The Superintendent recommends approval.

7. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Agreement Between the Gadsden County Public Schools and Kavontaye Baker, PT, DPT, Physical Therapist – **SEE PAGE #8**

Fund Source: FEFP Dollars

Amount: \$61.00 (per hour for actual hours worked)

ACTION REQUESTED: The Superintendent recommends approval.

- b. Renewal Contractual Agreement – PSTB Consulting, LLC – **SEE PAGE #11**
Fund Source: Federal Funds
Amount: \$10,000.00
ACTION REQUESTED: The Superintendent recommends approval.
 - c. Title I Parent Specialist - **SEE PAGE #19**
Fund Source: Federal Program
Amount: \$18,000.00
ACTION REQUESTED: The Superintendent recommends approval.
 - d. Gadsden County School Board Head Start Program 2017 – 2018 Refunding Application and Program Improvement Plan - **SEE PAGE #29**
Fund Source: Head Start
Amount: \$2,631,736
ACTION REQUESTED: The Superintendent recommends approval.
8. SCHOOL FACILITY/PROPERTY
- a. Havana Magnet School/Pressure Washing Services – **SEE PAGE #119**
Fund Source: 110
Amount: \$3,500.00
ACTION REQUESTED: The Superintendent recommends approval.
 - b. Licensure Agreement Between Gadsden County School and School Dude/Utility Essentials – **SEE PAGE #122**
Fund Source: 110
Amount: 4,175.00
ACTION REQUESTED: The Superintendent recommends approval.
 - c. Licensure Agreement Between Gadsden County School Board and School Dude – **SEE PAGE #127**
Fund Source: 110
Amount: \$7,665.00
ACTION REQUESTED: The Superintendent recommends approval.

- d. Ducky Johnson House Movers, Inc. – **SEE PAGE #131**

Fund Source: N/A

Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

9. EDUCATIONAL ISSUES

- a. Gadsden District K-12 Comprehensive Reading Plan - **SEE PAGE #138**

Fund Source: FEFP

Amount: \$314,952

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

10. FACILITIES UPDATE

11. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

12. SCHOOL BOARD REQUESTS AND CONCERNS

13. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY

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

Roger P. Milton
Superintendent
 miltonr@gcpsmail.com



"Putting Children First"

August 22, 2017

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

Dear School Board Members:

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

Item 6A Instructional and Non-Instructional Personnel 2017-2018

The following reflects the total number of full-time employees in this school district for the 2017-2018 school term, as of August 22, 2017.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees August 2017</u>
Classroom Teachers and Other Certified	120 & 130	361.00
Administrators	110	48.00
Non-Instructional	150, 160, & 170	<u>387.00</u>
		796.00

Sincerely,

Roger P. Milton
 Roger P. Milton
 Superintendent of Schools

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

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

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

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

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

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2017/2018**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Allen, Sabrina	JASMS	Teacher	08/07/2017
Anderson, Jennifer	SSES	Teacher	08/07/2017
Arnold, Angel	CPA	Teacher	08/07/2017
Atelonie, Tiara	GCHS	Teacher	08/17/2017
Branch, Whitney	SSES	Teacher	08/07/2017
Bush, Randolph	JASMS	Teacher	08/07/2017
Calhoun, Ladarius	SSES	Teacher	08/07/2017
Combs, Eugenia	GCHS	Teacher	08/07/2017
Cotterell, Donna	HMS	Teacher	08/07/2017
Culbertson, Lynee	GWM	Teacher	08/07/2017
Cugini, Courtney	WGMS	Teacher	08/07/2017
Dabady, Jean	GCA	Behavior Specialist	08/14/2017
Davis, Dionne	GEMS	Teacher	08/07/2017
Dawkins, Tamara	JASMS	Teacher	08/17/2017
Dowdell, Shannon	SSES	Teacher	08/07/2017
Edwards, Shavon	JASMS	Teacher	08/07/2017
Evans, Lee	GCHS	Teacher	08/07/2017
Kenon, Aayana	GCHS	Teacher	08/07/2017
Galloway, Tiresia	GCHS	Teacher	08/07/2017
Garrett, Blake	WGMS	Teacher	08/07/2017
Gilbert, Rebecca	HMS	Teacher	08/07/2017
Griffin-Rittman, Benita	GCHS	Teacher	08/07/2017
Hagins, Cynthia	WGMS	Teacher	08/07/2017
Harris-Jefferson, Martha	JASMS	Teacher	08/07/2017
Hendley, Natasha	GWM	Teacher	08/07/2017
Hill, Brandon	SSES	Behavior Specialist	08/07/2017
Hoffman, Janalyn	HMS	Teacher	08/07/2017
Howard, Darrell	GCHS	Teacher	08/07/2017
Justice, Mark	HMS	Teacher	08/07/2017
Kolhagen, Angela	HMS	Teacher	08/07/2017
Lockwood, Chavien	CPA	Teacher	08/07/2017
Lincoln, Derek	WGMS	Teacher	08/07/2017
Love, Taronda	WGMS	Teacher	08/07/2017
Mandela, Akeisha	JASMS	Teacher	08/11/2017
Ormsby, Rashid	JASMS	Teacher	08/07/2017
Parrish, Charles	GCHS	Teacher	08/07/2017
Paschall, Edward, Jr.	CPA	Teacher	08/07/2017
Paul, Jasmine	CES	Teacher	08/07/2017
Pierrevil, Jeffry	JASMS	Teacher	08/10/2017
Pridgen, Mercedes	GCHS	Teacher	08/07/2017
Pringley, Brandi	SSES	Teacher	08/07/2017
Printy, Cecilia	HMS	Teacher	08/07/2017
Robinson, Cathy	WGMS	Teacher	08/07/2017
Roulhac, Terrance	WGMS	Teacher	08/07/2017
Sawyer, Barbara	CPA	Teacher	08/07/2017
Simmons, Charhonda	SSES	Teacher	08/07/2017
Simmons, Laquadra	GCHS	Teacher	08/07/2017
Simpkins, Alonzetta	CPA	Teacher	08/07/2017
Smith, Cadrick	GCHS	Teacher	08/07/2017
Smith, Christina	JASMS	Teacher	08/10/2017
Smith, Kaloma	GCHS	Teacher	08/07/2017
Stafford, Patricia	JASMS	Teacher	08/07/2017
Tshabe, Crystal	SSES	Teacher	08/14/2017
Taylor, Kaleigh	GEMS	Teacher	08/07/2017
Toussaint, John	JASMS	Teacher	08/07/2017
Vickers, Annette	WGMS	Teacher	08/07/2017
Walker, Keenan	GCHS	Teacher	08/07/2017
White, Kevin	GCHS	Teacher	08/14/2017
Zammit, Paul	GEMS	Teacher	08/07/2017

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Davis, Mae	GWM	Secretary	08/14/2017
King, Melanie	Transportation	System Support Specialist	07/17/2017

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

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Adeyemi, Oluwatosin	SSES	Teacher	08/10/2017
Castro, Esther	JASMS	Teacher	08/04/2017
Clark, Angie	GWM	Teacher	08/01/2017
Davis, Alma	GWM	Teacher	08/03/2017
Domingos, Claretta	JASMS	Teacher	08/06/2017
Falconer, Jerome	GWM	Teacher	07/26/2017
Farmer, Erica	GCHS	Teacher	08/01/2017
Francois, Stephanie	WGMS	Teacher	07/27/2017
Lightfoot, Erica	WGMS	Teacher	08/09/2017
Logan, June	JASMS	Teacher	08/03/2017
Manion, Bufford	GCHS	Teacher	07/27/2017
Miles, Lorian	WGMS	Teacher	08/10/2017
Nelson, Megan	JASMS	Teacher	08/01/2017
Peoples, Twyla	CES	Teacher	07/31/2017
Pridgen, Matthew	JASMS	Teacher	07/26/2017
Tshabe, Crystal	SSES	Teacher	08/14/2017
Watson, Kent	JASMS	Education Paraprofessional	08/07/2017

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Position</u>	<u>Effective Date</u>
Brown, Germaine	GWM/Assistant Principal	JASMS/Assistant Principal	08/10/2017
Ford, Nedra	GWM/Ed Paraprofessional	JASMS/Ed Paraprofessional	08/07/2017
Howard, Abdul	GCHS/Teacher	JASMS/Teacher	08/14/2017
Kelly, Kareem	GCA/Behavior Specialist	GCHS/Teacher	08/07/2017
Rodier, Christopher	WGHS/Teacher	GCHS/Teacher	08/07/2017
Sherman, Tammy	GCHS./Teacher	CPA/Teacher	08/07/2017
Smith, Edrick	GWM/Custodial Assistant	GCHS/Custodial Assistant	08/07/2017
Toussaint, Eric	WGMS/Teacher	GCHS/Teacher	08/07/2017
Walker, Cedric	GCHS/Custodial Assistant	GWM/Custodial Assistant	08/07/2017
Wells, Carla	JASMS/Assistant Principal	GWM/Assistant Principal	08/10/2017

OUT OF FIELD

<u>Name</u>	<u>Location</u>	<u>Area out of field</u>	<u>No. of Periods</u>
Branch, Whitney	SSES	Elementary Ed.	All Periods
Calhoun, Ladarius	SSES	Elementary Ed.	All Periods
Cotterell, Donna	HMS	Math	All Periods
Davis, Dionne	GEMS	Gifted	All Periods
Johnson, Wineisha	SSES	PreK ESE	All Periods
Justice, Mark	HMS	Math	All Periods
Lincoln, Derrick	WGHS	Elementary Ed.	All Periods
Mandela, Akeisha	JASMS	Elementary Ed	All Periods
Pierrevile, Jeffrey	JASMS	Science	All Periods
Pringley, Brandi	SSES	Elementary Ed	All Periods
Roulhac, Terrance	CPA	Math	All Periods
Simpkins, Alonzetta	CPA	Science	All Periods
Smith, Christina	JASMS	Elementary Ed	All Periods

INSTRUCTIONAL
ANNUAL STATUS

Baker, Carlicia
Davis, Alma
Davis, Dionne
Harrell, Sherita
Milton, Dierra
Parrish, Bobby

NON INSTRUCTIONAL
ANNUAL STATUS

Henderson, Melvin
Simmons, Michael

Substitutes

Copeland, Robert
Gipson, Rhonda
Habersham, Sherise
Jordan, Warkeen
Pearson, Jeanette
Rice, Howard
Smith, Barbara
Wilson, Ashleigh

Custodial

Lewis, Rashunn



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

Date of School Board Meeting: August 22, 2017

TITLE OF AGENDA ITEM: Agreement between the Gadsden County Public Schools and Kavontaye Baker, PT, DPT. Physical Therapist.

DIVISION: EXCEPTIONAL STUDENT EDUCATION

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

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

This contract will provide Physical Therapy Services to Exceptional Students in Gadsden County Schools. This therapist will provide needed services in positions not filled by the Gadsden County School Board.

FUND SOURCE: FEFP Dollars

AMOUNT: \$61.00 (per hour for actual hours worked)

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

2 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered 3

CHAIRMAN'S SIGNATURE: page(s) numbered 3

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

summary.for
revised 0591

Proof read by: *Ralph R. Francis*

Independent Contractor
Agreement to Provide Physical Therapy Services for
Gadsden County School Board

This contract is effective August 2017, by and between, Kavontaye Baker, PT, DPT, Physical Therapist hereinafter referred to as "the CONTRACTOR" and Gadsden County School Board hereinafter referred to as "the AGENCY".

Whereas the CONTRACTOR is dutifully qualified to practice Physical Therapy Services in the state of Florida,

Whereas the AGENCY desires Physical Therapy Services for eligible students with special needs,

Whereas the CONTRACTOR and the AGENCY desire to enter into a service agreement whereby the CONTRACTOR shall provide Physical Therapy Services upon the following terms and conditions:

1. The CONTRACTOR shall provide Services to eligible students enrolled with The Gadsden County School Board. The Administrator of the CONTRACTOR and the Director or their designee for the AGENCY shall determine the schedule of days, hours, and locations for services performed under this Agreement.
2. The CONTRACTOR shall be licensed by the State of Florida to perform Physical Therapy services.
3. The CONTRACTOR will be fingerprinted and have their background checked upon request by the AGENCY consistent with the requirements of Florida Statutes, as a prerequisite for the CONTRACTOR to be on school property and/or have access to students.
4. During the term of this Agreement, the CONTRACTOR shall maintain professional liability Insurance.
5. The CONTRACTOR shall provide the Agency with copies of the professional licenses and liability insurance.
6. Services provided by the CONTRACTOR and authorized by the AGENCY shall be compensated at the following rate: **\$61.00 per hour**. This rate shall be applied to all treatment sessions and/or meetings associated with each student.
7. The CONTRACTOR shall maintain a student schedule including the hours of service for each student served. A monthly statement of services rendered by the CONTRACTOR shall be submitted to the AGENCY. Upon verification of the Services, the AGENCY will make payments to the CONTRACTOR within thirty (30) days from the date of receipt of the CONTRACTOR'S statement.
8. This agreement shall be constructed for all purposes under the laws of the State of Florida and may not be changed, modified, altered, or amended except by a written instrument signed by both parties.
9. The CONTRACTOR shall hold harmless, indemnify, and defend the AGENCY, its agents, servants, or employees in their official and individual capacity from any demand, claim, suit, loss, cause, expenses, or damages, which may be asserted, claimed or recovered against or from the AGENCY, its agents, or employees, in their official or individual capacity by any reason of any damage to property or injury or death of any persons which arises out of, is incident to, or in any manner connected with this agreement. Nothing in this agreement shall be deemed to constitute a waiver of sovereign immunity on the part of the AGENCY or to affect, limit, or reduce the protection from suit afforded to the Agency under Florida Law. This provision shall survive termination of that Agreement and shall be binding on the parties, successors, representatives, and assigns and cannot be waived or varied.

10. The CONTRACTOR and the leadership of the AGENCY or their respective designees shall attempt to resolve any questions or disagreements arising out of the administration or performance of this agreement before any litigation is instituted.

11. The relationship between the AGENCY and the CONTRACTOR, its employees and agents, shall be that of an independent contractor, and not that of employer/employee.

12. The term of this Agreement shall commence on August 2017 and expire June 30, 2018.

13. Either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party.

In witness Whereof, the parties hereto have set their hands and seals this day and year written above.

Gadsden County School Board

BY: _____ Date: _____

Print Name, Title: _____

Kavontaye Baker, PT, DPT

BY: *Kavontaye Baker, PT, DPT* Date: 8/9/2017

Print Name, Title: **Kavontaye Baker, PT, DPT**

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7b

DATE OF SCHOOL BOARD MEETING: August 22, 2017

TITLE OF AGENDA ITEM: Renewal Contractual Agreement – PSTB Consulting, LLC

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

Renewal Contract for external contractor to fully evaluate two federal programs, Title II, Part A Teacher Recruitment and Retention; and Title IX, Part A Homeless for the 2016-2017 school year. The evaluations are required by Florida Department of Education as part of the award of the grants.

FUND SOURCE: Federal Programs

AMOUNT: \$10,000.00

PREPARED BY: Rose Raynak

POSITION: Director of Federal Programs

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered

CHAIRMAN’S SIGNATURE: page(s) numbered

REVIEWED BY:

**School Board of Gadsden County, Florida
RENEWAL CONTRACTUAL AGREEMENT
Fiscal Years: 2017-2018 Renewal Contract**

This renewal contractual AGREEMENT is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and **PSTB Consulting, LLC ,Dr. James W. Brown, Jr., Owner** a consultant with his principal place of operations at 3001 Byington Circle, Tallahassee, Florida 32303, herein referred to as "CONTRACTOR". The contractual AGREEMENT will establish uniform administrative requirements for the CONTRACTOR and Gadsden County Public Schools.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

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

The RECIPIENT and CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Title II and Title IX (ESSA changed the title of McKinney-Vento – Homeless from Title X, to Title IX in December 2016).

ARTICLE 2. SCOPE OF SERVICES

In consultation with district leadership, CONTRACTOR will provide summative evaluations of the Title II Part A (Teacher Recruitment and Retention and Title IX (Homeless) programs for the 2016-2017 school year. The CONTRACTOR shall use best efforts to make the services as productive as possible for the principals and the RECIPIENT. The CONTRACTOR agrees to meet with any district personnel requested by RECIPIENT to ensure that work is responsive to district and school needs.

ARTICLE 3. DURATION OF AGREEMENT

(a). This AGREEMENT shall begin on July 1, 2017 and end on June 30, 2018 contingent upon the approval and funding by the Florida Department of Education. Services for the fiscal year ending June 30, 2018 will be completed and billed by the CONTRACTOR with final deliverables (reports) due no later than August 15, 2018. Agreement subject to annual renewal based performance deliverables, subject to School Board approval.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a Consultant or CONTRACTOR upon its request either before outlays are made by the Consultant or through the use of predetermined payment schedules.
Award	means financial assistance that provides support or stimulation to accomplish

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

ARTICLE 5. PAYMENT

RECIPIENT shall pay the CONTRACTOR upon the receipt of periodic invoices for school principal technical assistance and final invoices for the summative evaluations from the CONTRACTOR that will include documentation describing the services that were rendered by the CONTRACTOR in support of the project for the period that the invoice covers. The invoices for technical assistance will document the services provided and follow up correspondence with principals. The summative evaluations will include all the relevant data for school year 2016-2017 in reports on goals and objectives met along with recommendations and any other support materials necessary to provide the agreed upon services. The invoices will document the work performed, and timeframe in which work occurred, including date, time and the number of hours worked. The invoice will require a minimum of fourteen (14) days to be processed for payment after it has been approved for payment by the Office of Federal Programs and the district Finance Office. In full and complete compensation for all services provided by CONTRACTOR

under this AGREEMENT, Gadsden County shall pay to Dr. James W. Brown, Jr. the total amount of \$10,000 (ten thousand dollars) for services rendered as described under the Scope of Services. Dr. James W. Brown, Jr. will invoice the district. In addition to the total amount and in accordance with Gadsden County School Board Policy (7.52), travel by private automobile will be compensated and limited to those expenses necessarily incurred in the performance of the scope of services. A detailed travel log must be maintained and submitted using the District's Travel Reimbursement Form. When submitting an invoice for payment after completion of work, travel costs will be included and listed as a separate line item. The invoices shall be prepared and addressed to: Rose Raynak, Director of Federal Programs. Checks will be made payable to Dr. James W. Brown, Jr. and mailed to the agency office. The invoices should be sent in monthly after completion of the activities listed under the Scope of Services.

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

(c). The total cost of the AGREEMENT is \$10,000 plus relevant and necessary travel expenses to provide services rendered. Cost assignment for deliverables is: \$5,000 for Title II Part A evaluation and \$5,000 for Title IX (Homeless).

ARTICLE 6. PUBLIC RECORDS

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

ARTICLE 7. ACCESS AND RETENTION OF RECORDS

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

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the designated time period cited above subject to review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with thirty (30) days written notice. Upon termination, the district shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the AGREEMENT prior to termination.

ARTICLE 9. AMENDMENTS

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

ARTICLE 10. INDEPENDENT CONSULTANT

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

provided. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this AGREEMENT.

ARTICLE 11. NONDISCRIMINATION AND COMPLIANCE

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

ARTICLE 12. ADMINISTRATION OF AGREEMENT

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

ARTICLE 13. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

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

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

ARTICLE 14. ENFORCEMENT

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Dr. James W. Brown Jr., Owner of PSTB Consulting, LLC have executed this AGREEMENT.

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

Date

Mr. Roger P. Milton
Superintendent of Schools

Date

Mr. Isaac Simmons, Chairman
School Board of Gadsden County

Date

ATTACHMENT A

Gadsden County School District
Contractual Agreement

Scope of Work

PSTB CONSULTING, LLC
3001 Byington Circle
Tallahassee, FL 32303

Evaluation Overview and Scope of Work

Evaluation Design

The evaluation plans for the 2016-2017 school year of the Gadsden County School Board's Title II and Title IX Programs are consistent with EDGAR 34 CFR Part 75 Section 200.25 which requires the Local Education Agency (LEA) to annually evaluate the programs. These plans are of experimental design with analysis of pre and post test to determine the district and each participating school's progress in achieving the objectives in the district's approved applications; the effectiveness of the programs in meeting the program purpose; and the effect on participants being served by the programs.

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

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

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

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

Comment	Evaluation Activities	Estimated Hours for Completion
	Collect and analyze student performance data from all district assessments in the student data warehouse (access will be granted by RECIPIENT for participating schools.)	
	Collect and analyze student performance data on Florida Standards Assessment (FSA) and/or End of Course Exams (EOC) for all participating schools.	
	Collect and analyze student performance on other district assessments for participating schools.	
	Analyze student, teacher, and parent climate survey data for participating schools.	
	Develop summative evaluation questionnaires for completion by each school and central office.	
	Analyze summative evaluation questionnaire responses,	
	Review the Title II, Part A and Title IX (Homeless) approved applications to determine the specific components being evaluated.	
	Conduct interviews with district and school level instructional personnel to assess the degree to which the projects were implemented with fidelity.	

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7c

DATE OF SCHOOL BOARD MEETING: August 22, 2017

TITLE OF AGENDA ITEM: Title I Parent Specialist

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

The position identified is specifically for targeted services for parent involvement and monitoring required for federal programs. Position includes organization and facilitation of Title I parent responsibilities for school sites, dissemination of Title I parent documentation, and collection of documentation and evidence of meeting compliance required by Department of Education and Auditor General for monitoring and audits. The position, although separate from Parent Services and supervised by Federal Programs, will work in collaboration the coordinator of the parent resource center.

FUND SOURCE: Federal Program
AMOUNT: \$18,000.00
PREPARED BY: Rose Raynak
POSITION: Director of Federal Programs



INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

School Board of Gadsden County, Florida
CONTRACTUAL AGREEMENT
Fiscal Year: 2017-2018

This contractual agreement is made between the School Board of Gadsden County, Florida, a school district, referred to as the "RECIPIENT", organized and existing under the laws of the State of Florida, with its principal place of business at 35 Martin Luther King., Jr. Blvd, City of Quincy, County of Gadsden, State of Florida, herein referred to as the Board, (also referred to as the District) and Mr. Kevin Ward an individual with its principal place of business at 854 Edgehill Circle, Tallahassee, FL 32303 for the purposes of providing professional services for the homeless program, herein referred to as "CONTRACTOR". The contractual agreement will establish uniform administrative requirements for the Contractor and the School Board of Gadsden County.

NOW, THEREFORE, the parties agree as follows:

ARTICLE 1. ENGAGEMENT OF THE CONTRACTOR

The RECIPIENT agrees to engage the CONTRACTOR and the CONTRACTOR agrees to perform the functions as outlined in the Scope of Services below for contracted services to Gadsden County as a provider of parent involvement services for the Title I, Part A program as further set forth below. The CONTRACTOR understands and agrees that all services contracted for are to be performed solely by the CONTRACTOR and may not be subcontracted for or assigned without the prior written consent of the RECIPIENT. The CONTRACTOR is not a sub-recipient, but is instead a vendor.

The RECIPIENT and the CONTRACTOR understand and agree that this AGREEMENT is valid only if approved and funds awarded for the same by the Florida Department of Education for Title I, Part A grant. In addition, the RECIPIENT and CONTRACTOR understand and agree that continuation of this AGREEMENT through June 30, 2018 is contingent upon completed deliverables, satisfactory performance, Superintendent Approval, and continued funding of the Title grants by the Florida Department of Education.

ARTICLE 2. SCOPE OF SERVICES

The CONTRACTOR agrees to use expertise and community partnerships to serve as a provider of parent specialist services for Title I, Part A during the 2017-2018 school year, beginning September 1, 2017 until June 30, 2018 for the Title I, Part A program. Such activities include, but are not limited to: and other activities as detailed below ("Performance Activities"). Any changes to the Services must be made by mutual agreement in writing. The CONTRACTOR'S principal contact for the services will be Mr. Kevin Ward.

Performance Activities and Deliverables

FY 2017-2018 Parent Specialist

Monthly documentation of all components must be submitted for payment.

September 1, 2017 through June 30, 2018

Programmatic:

Title I Parent Coordinator Responsibilities

- Parent Involvement
 - Provide coordination and technical assistance to plan and implement effective parent involvement activities
 - Collect and maintain evidence of all TA and coordination
- Professional Development
 - Provide professional development to parents through workshops and regular parent meetings
 - Provide professional development to parents of private school Title I students
 - Collect and maintain documentation and evidence
- Provide parents with timely information about educational programs, including but not limited to:
 - a description of curriculum students are using
 - description of the forms of the academic assessment used to measure student progress
 - the expected proficiency students are expected to meet
 - Educate parents on the standards their children are expected to achieve and the implications of assessment results
 - Develop partnerships between school, community and parents
 - Reach out to, communicate with, and work with parents as equal partners
 - Implement and coordinate parent programs
 - Build ties, educate and build parent capacity
 - Provide an opportunity for parent input
 - Collect and maintain evidence and documentation
- Annual state assessment report card
 - Disseminate annual report card (state assessment results) to parents in Title I schools
 - Disseminate annual report card to schools
 - Disseminate annual report card to public (internet, media, posted, marques, backpacks)
 - Disseminate annual report card in an understandable language
 - Disseminate annual report card in a timely fashion
 - Collect documentation that schools disseminated academic assessment results to parents (from school to individual parents)
 - Collect documentation and evidence that parents knew the results were available
 - Collect and maintain documentation of various disseminations
- Schoolwide Plans
 - Hold meetings where the parents review the school improvement plan (schoolwide plan) and provide input and that strategies are designed to increase parent involvement – must be done before the schoolwide plan is made available by the district
 - Disseminate schoolwide plans to parents
 - Disseminate schoolwide plans in understandable format
 - Provide professional development to parents about the schoolwide plans
 - Disseminate academic achievement results from state assessments to parents

- (from school to individual parents)
 - Disseminate in an understandable format
 - Notify all parents about the comprehensive schoolwide plan for their school – in both languages
 - Collect and maintain documentation
- School Public Accountability Report (SPARs)
 - Ensure that all schools post the SPARs on their school websites
 - Collect and maintain documentation
- Coordination
 - Coordinate and integrate parent involvement strategies with other federal programs
 - Work with Head Start to implement procedures for receiving transfer records from different early learning programs
 - Conduct meetings with parents and Head Start or other early learning centers to discuss needs of children
 - Facilitate written agreements with Head Start/VPK
 - Facilitate written agreements with EL, ESE, Migrant, Neglected & Delinquent, Homeless, and Immigrant agencies
- Parent and Family Engagement Plan (PFEP) – the old Parent Involvement Plan (PIP)
 - Develop annual district PFEP
 - Meet with parents prior to development to gather input and using input in the plan development
 - Identify any barriers to parent participation
 - Collect and maintain documentation and input
 - Facilitate school PFEP in a timely fashion (annually)
 - Involve parents in the development of school PIPs – gather input (minutes) and ensure any concerns if practicable are put into plans
 - Ensure requests for parent involvement dollars meet the requirements of the school PIP and are allowable
 - Disseminate PFEP in a timely fashion
 - Collect documentation and evidence of input
- Annual Title I Parent Meetings
 - Plan (with the school leadership) annual parent involvement meetings at the beginning of the school year to discuss PFEP, school improvement plan (SIP), annual report card, parent-student compact, and other documents that require parent input
 - Ensure that parents have more than one chance to provide input
 - flexible number of meetings at flexible times
 - Collect and maintain documentations of all meetings and minutes of meetings and plans
 - Plan annual meeting at end of year to gather input for the PFEP, application, and schoolwide plans for the next year
 - Collect and maintain documentation of meeting, minutes, input
- Parent Right To Know (about teacher qualifications)
 - Disseminate Parent Right to Know (PRTK) letter and collect attestation documentation
 - Disseminate template for 4-week letter and collect attestation documentation
 - Collect and maintain documentation for 4-week letter to parents whose children are taught by non-certified professionals longer than 4 weeks

- Parent-student compact
 - Collect samples of school-parent compacts from each school
 - Ensure that school-parent compacts are discussed at annual meeting
 - Ensure that school-parent compacts are included in parent-teacher conferences
 - Ensure school-parent compacts are not all identical and that they meet the needs of the parents of the school
 - Collect evidence of the notification/dissemination of school-parent compacts – in both languages
- Monitoring
 - Collect and maintain all documentation related to parent involvement that will be needed for monitoring and annual application
 - Agendas
 - Minutes
 - Sign-in sheets
 - Flyers
 - Parent input
 - Skylert announcements
 - Skyward parent academic reports (samples and in both languages)

Supporting Documentation for monthly invoices, including but not limited to:

- MIS reports, state assessment reports, certification reports; minutes; agendas; sign-in sheets; changes recommended; parent input; newsletters; attestation of dissemination; early learning coordination; coordination MOUs; partner meetings; tool kits; parent training modules; home site visit reports; communications with schools, parents, social service staff; written procedures; annual training schedule; survey and link to results; website documentation; resource materials; posters/flyers; announcements; presentations; baseline activities; end of year activities.

ARTICLE 3. DURATION OF AGREEMENT

This AGREEMENT shall begin on September 1, 2017 and end on June 30, 2018 contingent upon the approval and funding as stated in Article 1 above. As required by law, this AGREEMENT shall be subject to annual review.

ARTICLE 4. DEFINITIONS

Term	Definition
Advance	means a payment made by Treasury check or other appropriate payment mechanism to a Contractor or sub-recipient upon its request either before outlays are made by the Contractor or through the use of predetermined payment schedules.
Award	means financial assistance that provides support or stimulation to accomplish a public purpose.
Contract	means a procurement contract under an award or sub-award, and a procurement sub-contract under a recipient's contract. A contract shall be used when the principal purpose is acquisition of property or services for the direct benefit or use of the federal government and/or organization receiving financial assistance. Contractors are not sub-recipients.
Date of Completion	means the date on which all work under an award is completed by the sub-recipient or the date on the award document, or any supplement or amendment thereto, on which Federal sponsorship ends.

Term	Definition
Project costs	means all allowable costs, as established in the applicable Federal cost principles, incurred by a recipient and the value of the contributions made by third parties in accomplishing the objectives of the award during the project period.
Project period	means the period established in the award document during which Board Approval begins and federal sponsorship ends for that fiscal year.
Recipient	means an organization receiving financial assistance directly from the Department of Education to carry out a project or program. The term includes public and private institutions of higher education, public and private hospitals and other quasi-public and private non-profit organizations such as, but not limited to, community action agencies, research institutes, educational associations, and health centers.
Sub-Recipient	means the legal entity or individual to which a contract is made and which is accountable to the recipient for the use of the funds provided and services funded in all the same ways that the recipient is bound to report and comply with all regulations of the federal award. This is NOT a sub-recipient relationship.
Vendor/Contractor	means the legal entity to which a contract is made and which is accountable to the recipient for the use of the funds provided and specific services contracted. This is NOT a sub-recipient relationship.
Termination	means the cancellation of award, in whole or in part, under an agreement at any time prior to the date of completion.
Working Capital	means a procedure whereby funds are advanced to the recipient to cover its estimated disbursement needs for a given initial period.

ARTICLE 5. PAYMENT

The RECIPIENT shall pay the CONTRACTOR upon the receipt of monthly invoices from the CONTRACTOR that includes documentation describing the services that were rendered by the CONTRACTOR and deliverables completed in support of the project for the monthly period that the invoice covers. Invoices will require a minimum of fourteen (14) days to be processed for payment after an invoice has been approved for payment by School Board of Gadsden County. In full and complete compensation for all services provided by the CONTRACTOR under this Agreement, the RECIPIENT shall pay to Mr. Kevin Ward up to and not exceeding \$18,000 (fifteen thousand dollars) in ten (10) monthly increments from date of approval until end of project period at a rate of no more than \$1,800.00 monthly. Invoices shall be prepared and addressed to: Ms. Rose Raynak, Director of Federal Programs for Gadsden County Schools. The monthly invoices will be sent in by the end of each month following provision of services. The invoices will document the services provided and deliverables received, including time/effort logs, agendas, sign in sheets, projected outcomes, and other documentation of services and content as required by the deliverables above.

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

(c) The total cost of the AGREEMENT is up to and no more than \$18,000.00, in monthly increments.

ARTICLE 6. PUBLIC RECORDS

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

ARTICLE 7. ACCESS AND RETENTION OF RECORDS

The RECIPIENT shall have access to all CONTRACTOR'S records that are directly pertinent to this AGREEMENT. The CONTRACTOR shall retain all required records for five (5) years after the RECIPIENT makes the final payment and all other pending matters are closed. The CONTRACTOR shall maintain accurate, current, and complete disclosure of all financial and/or activity results/records of the project in accordance with established Federal and District requirements

ARTICLE 8. TERMINATION OF AGREEMENT

The parties hereto contemplate this contract to run for the duration of the grant award subject to annual review as required by law. Any party wishing to terminate this contract prior to its expiration date shall provide the other party with sixty (60) days written notice. Upon termination, RECIPIENT shall be responsible for payment of all costs incurred by CONTRACTOR in the performance of the Agreement prior to termination.

ARTICLE 9. AMENDMENTS

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

ARTICLE 10. INDEPENDENT CONTRACTOR

The CONTRACTOR is an independent CONTRACTOR and not an employee or agent of the RECIPIENT. CONTRACTOR is not a sub-recipient, but is instead a VENDOR. CONTRACTOR agrees to comply with all requirements of the Jessica Lunsford Act. CONTRACTOR shall be acting as independent CONTRACTOR in the performance of this Agreement, and shall be responsible for the payment of claims for loss, personal injury, death, property damage, or otherwise arising out of any act or omission of their respective employees or agents in connection with the performance of the Services for which they may be held liable under applicable law. Each party shall maintain at its sole expense adequate insurance or self-insurance coverage to satisfy its obligations under this Agreement.

ARTICLE 11. NONDISCRIMINATION AND COMPLIANCE

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

ARTICLE 12. ADMINISTRATION OF AGREEMENT

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

ARTICLE 13. AGREEMENT AS INCLUDING ENTIRE AGREEMENT

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

CONFLICT OF INTEREST: As of the date of this Agreement, the CONTRACTOR is not a party to any oral or written contract or understanding or legal or regulatory obligation that will in any way limit or conflict with its ability to fulfill the terms of the Agreement. CONTRACTOR agrees that they are and will remain in a state that is not a conflict of interest at any time during the administration of this project award.

ARTICLE 14. ENFORCEMENT

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

IN WITNESS WHEREOF, the School Board of Gadsden County, Florida and Mr. Kevin Ward have executed this AGREEMENT.

Mr. Kevin Ward

Date

Mr. Roger P. Milton
Superintendent of Schools

Date

Mr. Isaac Simmons
Chairman, Gadsden County School Board

Date

Title I Parent Specialist Responsibilities

- Parent Involvement
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 - Collect and maintain evidence of all TA and coordination
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 - the expected proficiency students are expected to meet
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 - Reach out to, communicate with, and work with parents as equal partners
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 - Collect documentation and evidence that parents knew the results were available
 - Collect and maintain documentation of various disseminations
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 - Hold meetings where the parents review the school improvement plan (schoolwide plan) and provide input and that strategies are designed to increase parent involvement – must be done before the schoolwide plan is made available by the district
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 - Disseminate template for 4-week letter and collect attestation documentation
 - Collect and maintain documentation for 4-week letter to parents whose children are taught by non-certified professionals longer than 4 weeks
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 - Agendas
 - Minutes
 - Sign-in sheets
 - Flyers
 - Parent input
 - Skylert announcements
 - Skyward parent academic reports (samples and in both languages)

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

DATE OF SCHOOL BOARD MEETING: August 22, 2017

TITLE OF AGENDA ITEM: Gadsden County School Board Head Start Program
2017-2018 Refunding Application and Program Improvement Plan

DIVISION: **Head Start/Pre-k**

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

PURPOSE AND SUMMARY OF ITEM:

**Gadsden County School Board Head Start Program 2017-2018 Refunding
Application and Program Improvement Plan**

FUND SOURCE: **Head Start**

AMOUNT: **\$2,631,736**

PREPARED BY: **Carolyn Harden** *CA*

POSITION: **Head Start/Prekindergarten Program Director**

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER
3 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

This form is to be duplicated on light blue paper.

REVIEWED BY: *L. Hall*

2017 AUG - 22 PM 2:01

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text"/>	4. Applicant Identifier: 04CH4687	
5a. Federal Entity Identifier: N/A	5b. Federal Award Identifier: 04CH4687	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: GADSDEN COUNTY SCHOOL BOARD		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 596000615	* c. Organizational DUNS: 152811279	
d. Address:		
* Street1: 500 W King St	Street2: <input type="text"/>	
* City: Quincy	County/Parish: Gadsden County	
* State: FL: Florida	Province: <input type="text"/>	
* Country: USA: UNITED STATES	* Zip / Postal Code: 32351-1606	
e. Organizational Unit:		
Department Name: Gadsden County School Board	Division Name: Head Start Program	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Mrs.	* First Name: Carolyn	Middle Name: <input type="text"/>
* Last Name: Harden	Suffix: <input type="text"/>	
Title: Director		
Organizational Affiliation: Gadsden County School Board		
* Telephone Number: (850) 627-3861 x1703	Fax Number: (850) 875-8790	
* Email: hardenc@gcpsmail.com		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

ACF-Head Start

11. Catalog of Federal Domestic Assistance Number:

93.600

CFDA Title:

Head Start

*** 12. Funding Opportunity Number:**

eGrants-N/A

* Title:

N/A

13. Competition Identification Number:

Not Applicable

Title:

Not Applicable

14. Areas Affected by Project (Cities, Counties, States, etc.):

Gadsden County

*** 15. Descriptive Title of Applicant's Project:**

2017-2018 Head Start Refunding Application

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,105,389"/>
* b. Applicant	<input type="text" value="526,347"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text" value="0"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="2,631,736"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM

Head Start Refunding Application and Program Improvement Plan

School Board Approval

2017-2018

The Gadsden County School Board met and approved the 2017-2018 Head Start Refunding Application and Program Improvement Plan on the 22nd day of August, 2017.

Isaac Simmons, Chairperson

Date

GADSDEN COUNTY SCHOOL BOARD HEAD START/PREKINDERGARTEN PROGRAM

Head Start Refunding Application and Program Improvement Plan

Policy Council Approval

2017-2018

The Gadsden County School Board Head Start/Pre-k Policy Council met and approved the 2017-2018 Head Start Refunding Application and Program Improvement Plan on the 25th day of July, 2017.

A handwritten signature in cursive script, appearing to read "Alexander Powell", is written over a solid horizontal line.

Alexander Powell, Chairperson

A handwritten date "8/7/17" is written over a solid horizontal line.

Date

Head Start/Pre-K Policy Council Meeting

July 25, 2017

12:00 PM

Minutes

Call to Order:

The Meeting was called to order by Deitrice Brewington, Co-Chair at 12:00 PM.

Approval of Agenda:

Michele Hogue made a motion to approve the agenda as printed. The motion was seconded by Marquisha Bryant. The motion to approve the agenda was approved by all.

Approval of Minutes:

Fabiola Garcia made a motion to approve the minutes as printed. Michele Hogue seconded the motion. The motion to approve the minutes as written was approved by all.

What's New from the Office of Head Start/Regional Office?

Gadsden will be implementing the Practice-Based Coaching Model in our Head Start classrooms during the 2017-2018 school year. Resource Teachers have been trained to become coaches and they will be developing a coaching Plan of Action in August.

Director's Report:

All of our slots are full and we are fully enrolled.

Galloway Academy Charter school closed this summer and if all possible Gadsden County School Board will try to place all students. Head Start has been contacted by the Superintendent to serve the four-year-old children if possible.

Head Start/Pre-K registration is ongoing and staff have been working to help parents complete their folders and secure any missing documents that are missing from their child's folder.

Teaching Teams will begin home visits this week. School will start on August 14, 2017.

Financial Report/Credit Card Expenditures:

The financial report was shared with the council. Starting this school year there will be a new financial system. Fiscal staff are being trained on the new system. We are still waiting on the remaining funds from Head Start. C. Harden has spoken to the Fiscal Officer in Atlanta and was told, it maybe August before we receive remaining funds.

2017-2018 Registration Update:

We are fully enrolled and fully staffed. Parent Orientations will start on August 26, 2017.

School Reconfiguration Update:

St. John Elementary closed and moved to George W. Munroe Elementary. Gretna Elementary closed and moved to Greensboro Elementary. Gadsden County now has one (1) High school, Gadsden County High School, formerly known as East Gadsden High School.

Home Instruction for Parents of Preschool Youngsters (HIPPY) Program Update:

The HIPPY Program did not receive any funding for this upcoming year from the state. Gadsden School Board will continue the HIPPY Program through funds from the Voluntary Prekindergarten Program (VPK).

Review and Approval of the following:

The following agenda items were reviewed in their entirety and acted upon as action items requiring Council approval:

Head Start Refunding Application

Head Start Program Improvement Plan

2017-2018 School Readiness Plan

Head Start Staff for the 2017-2018 School Year

Policies and Procedures

The council reviewed and discussed the documents and all questions were answered. A motion to approve all action items was offered by Lucianna Brown. The motion was seconded by Michele Hogue. The motion to accept the above items as written for approval was approved by all.

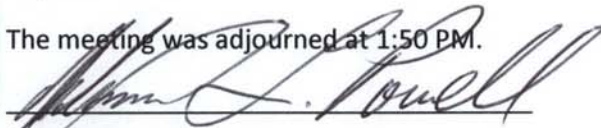
Members of the policy council that helped to revise Policies and Procedures shared with council, they did not realize how much work that's done for families and children.

Other Issues/Concerns:

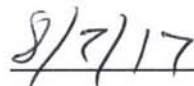
C. Harden announced that there will be a " Back to School Backpack" rally this coming Saturday, July 29, 2017 at the Quincy Recreation Department from 10:00-12:00. All children and families are encouraged to attend. No issues or concerns were presented. C. Harden thanked the council members for their attendance on the council this year. The members were very active and participation was at an all time high for the council members. Lastly, C. Harden informed the group they would still be the council until a new council is seated in September.

Adjournment:

The meeting was adjourned at 1:50 PM.



Alexander Powell, Jr., Chairperson



Date

Head Start/Pre-k Policy Council Meeting

July 25, 2017

12:00 p.m.

AGENDA

“Putting Children First”

Call to Order

Approval of Agenda

Approval of Minutes

What’s New from the Office of Head Start/Regional Office?

Director’s Report

Financial Report/Credit Card Expenditures

2017-2018 Registration Update

School Reconfiguration Update

Home Instruction for Parents of Preschool Youngsters (HIPPY) Program Update

Review and Approval of the following:

Head Start Refunding Application

Head Start Program Improvement Plan

2017-2018 School Readiness Plan

Head Start Staff for the 2017-2018 School Year

Policies and Procedures

Other Issues/Concerns

Adjournment



Head Start/Pre-k Policy Council Meeting

July 25, 2017

12:00 p.m.

Sign-In Sheet

"Putting Children First"

1. Mary Jackson
2. ~~Cassandra Henry~~
3. Dentrue Byrd
4. Mary H. With
5. Carolyn Powell (Mrs. Alexander Powell)
6. Fabiola Lora
7. Margasha Boat
8. Luciana Brown - POPIN
9. Michelle Hoque
10. ~~Cassandra Henry~~
11. Alexander L. Powell
12. Gwen Streeter
13. Daisy Rojas
- 14.
- 15.



State Board of Education

Marva Johnson, *Chair*
Andy Tuck, *Vice Chair*
Members
Gary Chartrand
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick

Pam Stewart
Commissioner of Education

April 28, 2017

Mr. Thomas Kauffman
Gadsden County School District
35 Martin Luther King Blvd.
Quincy, Florida 32351

Mr. Kauffman,

Your indirect cost proposal for fiscal year 2017-2018 has been reviewed and the restricted rate of 5.38% and unrestricted rate of 20.53% is approved with an effective date of July 1, 2017 through June 30, 2018.

If you have any questions please call Don Crumbliss at (850) 245-9214.

Sincerely,

Matt Kirkland

Matt Kirkland
Chief Comptroller, Bureau of the Comptroller

DISTRICT SCHOOL BOARD OF GADSDEN COUNTY
 CERTIFICATION AND REQUEST FOR AUTHORIZED INDIRECT COST RATE
 PLAN A

I certify that the information contained herein has been prepared in accordance with the instructions issued by the State of Florida Department of Education, conforms with the criteria in 2 CFR 200, and is correct to the best of my knowledge and belief. No costs other than those incurred by this agency have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form have been made, and records supporting them have been maintained and are available for audit.

We hereby apply for the following indirect cost rate:

Federal Programs - Restricted with Carry Forward 5.63%	Federal Programs - Unrestricted with Carry Forward 21.48%
--	---


I further certify that all data on this form are referenced to the District Superintendent's Annual Financial Report to the Florida Commissioner of Education, ESE 145, and other pertinent financial records, for Fiscal Year 2015-2016, in conformance with the manual, Financial and Program Cost Accounting and Reporting for Florida Schools, and that all General Fund and Special Revenue Funds expenditures have been used.

 Signature of District Superintendent	 Signature of Finance Officer
4/4/17 Date Signed	4/4/17 Date Signed

Your proposal has been accepted and the following rate approved:

Federal Programs - Restricted with Carry Forward 5.38%	Federal Programs - Unrestricted with Carry Forward 20.53%
--	---

These rates become effective *July 1, 2017, and remain in effect until June 30, 2018*, and will apply to all eligible federally assisted programs as

 Signature of Comptroller, Florida Department of Education	4/28/17 Date Signed
--	---

DOE COMPTROLLER'S OFFICE
17 APR 12 AM 11:19



GADSDEN COUNTY SCHOOL DISTRICT'S HEAD START/PREKINDERGARTEN PROGRAM

Carolyn Harden, Program Director

35 Martin Luther King Jr. Blvd.

Quincy, FL 32351

TEL: (850) 627-3861/Fax: (850) 875-8790

July 12, 2017

Head Start Transportation Waiver Request
Cleverex Systems
1891 Robert Fulton Drive
Suite 500
Reston, VA 20191

Dear Sir/Madam:

The Gadsden County Head Start Program currently has a total enrollment of 277 children, 259 federally funded and 18 additional children, funded through the state's Voluntary Prekindergarten Program. Of the 277 children, approximately 184 of them ride to school on the county's school buses. We are requesting a waiver, for the 2017-2018 program year, as to the transportation regulation requirement that each bus have at least 1 bus monitor ; 45 CRF Part 1310.15(c). The Gadsden County School Board, which serves as our Grantee, provides free transportation to our Head Start children. We are continuing to work with the school board's transportation department to comply with the transportation regulations. All buses are equipped with child safety restraints for our children, but at this time, we do not have funds to supply a bus monitor for each bus. After reviewing the applications of children accepted into the program, it appears over 68 buses will be providing transportation for our Head Start children. Although we have been able to hire some monitors, we are nowhere near the number needed for 68 buses.

We are requesting this waiver to allow us time to continue working with the Gadsden County School board to help ensure our children are transported to school. It is still our future goals to designate buses for only Head Start children. Until this goal has been accomplished, we are asking you to grant us this waiver.

If this waiver is not granted, the only transportation option at this time would be to discontinue transporting our children for future program years. Parents would therefore, be responsible for providing transportation for their children to and from school. Transportation has been and still is a major problem in Gadsden County. If parents had to transport their children, this would place a hardship on both the Head Start Program and the families that we serve.

2016-2017 Policy Council Officers

Alexander Powell
Chairperson

Daisy Rojas
Co-Chairperson

Deltrice Brewington
Secretary

Your prompt consideration of this waiver request will be greatly appreciated. If you have any additional questions, please contact me at (850) 627-3861.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carolyn Harden', written in a cursive style.

Carolyn Harden
Head Start/Pre-K Director

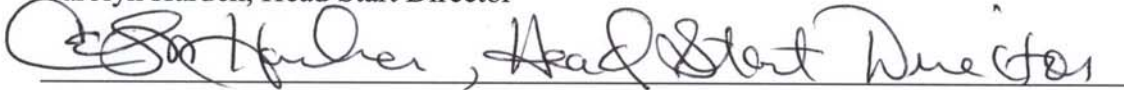
**HEAD START 45 CFR PART 1310- TRANSPORTATION WAIVER REQUEST
DATA COLLECTION FORM**

Grant Number: 04CH4687

Legal Name of Grantee Gadsden County School District

Name, Title and Signature of Authorized Official Requesting Waiver

Carolyn Harden, Head Start Director



Phone Number (850) 627-3861

Fax Number (850)875-8790

Email Address hardenc@gcpsmail.com

1. Number of Children Served

Head Start: 277

Early Head Start: 0

2. Number of Children Provided Transportation Services:

Head Start: 184

Early Head Start: 0

a. Using Grantee Owned or Leased Vehicles X

b. Through Grantee Contracted Transportation Services

c. Through Arrangement at No Cost to Grantee

3. Proposed Number of Children Who Will be Covered by Waiver

Head Start: 184

Early Head Start: 0

4. Requesting Waiver Of:

 Child safety restraint systems requirement (45CFR 1310.11(a))

 X Bus monitor requirement (45CFR 1310.15 (c)(1))

5. Waiver Request Applies to the Following:

Grantee Delegate(s) (please list)

6. Grantee's Justification for Requesting a Waiver (attach no more than 5 pages).

Please explain fully as each request will be considered separately and waivers will not receive automatic approval.

If requesting waivers of both 45CFR1310.11(a), child safety restraint systems requirement, and 45CFR 1310.15(c)(1), bus monitor requirement, you must provide justification for each requirement.

**U.S. DEPARTMENT OF HEALTH AND HUMAN
SERVICES COMPENDIUM OF REQUIRED
CERTIFICATIONS AND ASSURANCES**

Office of Head Start

Updated July 29, 2014

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

Certification of Filing and Payment of Federal Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than \$5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

Submission Statement

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Mr.	* First Name:	Isaac
Middle Name:			
* Last Name:	Simmons		
Suffix:			
* Title:	Board Chairperson		
* Telephone Number:	(850) 627-9651	Fax Number:	
* Email:	simmons1@gcpsmail.com		
* Signature of Authorized Representative:		* Date Signed:	
* Submitted by:		Date Submitted:	

GADSDEN COUNTY HEAD START

2017-2018 REFUNDING APPLICATION

Section I. Program Design and Approach to Service Delivery

(Sub-Section A)

Long Range Goals, Objectives and Program Impacts

Gadsden County is located in the Big Bend region of northwest Florida, approximately 25 miles from Tallahassee, Florida, the state Capitol. It is a sparsely populated rural area. According to the Florida Legislature's Office of Economic and Demographic Research, Gadsden County's population consists of approximately 45,124 residents. Gadsden County is mostly agricultural in nature, and its population is centered around six communities, with the largest being the county seat of Quincy. The other communities include Greensboro, Chattahoochee, Gretna, Havana, and Midway. Many of Gadsden County's residents live in remote areas where services are either inaccessible or hard to reach, due to location and transportation barriers.

Gadsden County remains the only county in Florida where the majority of its residents are African American. The Hispanic population, however, is one of the fastest growing populations in Florida. During the 2010 census, the Hispanic population exceeded the percentage of African Americans in the state of Florida. The Hispanic population in Gadsden County is growing, due to a reliance on migrant workers to harvest crops in the area. For the past several years, the Greensboro community has had the largest population of Hispanics in the Gadsden County area, but many Hispanics have moved into the larger city of Quincy.

Poverty is one of the most important correlates to poor (maternal and child) health and educational outcomes. Gadsden County's poverty rate is 27.1%, compared to 17% statewide. The calculated number of children birth to five living in households in the county at or below the Federal Poverty level was 31.1%. Other statistics gathered from the most recent Community Assessment indicate the following:

- 27.1% of Gadsden County residents live in poverty.
- Gadsden County has a population of 5,420 children between ages birth to five.
- Over 47.7% of the children ages birth to five are receiving Medicaid.
- In December of 2016, the unemployment rate in Gadsden County was 6%, exceeding both the state and national average.
- The High School graduation rate in Gadsden County continues to increase.
- Tallahassee Community College (TCC) will offer tuition free scholarships to high school graduates that have maintained a 3.0 or higher GPA upon graduation.

The findings of the Community Assessment were used to aid in determining the program's philosophy, short-range, and long-range program objectives.

The following Mission Statement and Goals are descriptive of the philosophy, short-range and long-range objectives for the Gadsden County Head Start Program. Staff, parents, and Policy Council members cooperatively developed the statements.

Mission Statement

The mission of the Gadsden County Head Start/Pre-k Program is to ensure that all children participating in the Gadsden County Head Start/Pre-k Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as the child's primary teacher.

Overall Goal

As educators, our goal is to support and assist parents in their role as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self-confidence, initiative, curiosity, and resourcefulness that will serve them well in school and later in life. This goal helps to improve school readiness and promote long term success (as outlined in the Head Start Roadmap to Excellence).

The goals of the Gadsden County Head Start/Pre-K Program are developed through a process of Self-Assessment and review of the Community Assessment. This process included parents, staff, Board Members, and Policy Council members. Objectives for achieving these goals are incorporated into the Program Plans.

A. Program Goals, Approach, and Action Steps:

***Additions/Revisions to Long Range Goals, Short Term Objectives, and Expected Outcomes:**

(1) Child Development

Goal A: *(Working towards Attainment)*

By the end of the 2017-18 school term, 95% or more of the Head Start/Pre-K students will demonstrate at least one year's growth on all objectives of the LAP-3 (Replacing Teaching Strategies GOLD) Assessment. Schools will annually demonstrate progress towards meeting this goal.

Goal B: *(Working towards Attainment)*

By the end of the 2017-18 school term, 90% or more of the students assessed will demonstrate proficiency on all areas of the Kindergarten Readiness Assessment. Schools will annually demonstrate progress towards meeting this goal.

Action Steps for Goals A and B:

Reading:

- Use the Developmental Learning Measures (DLM) curriculum aimed at increasing children's oral language development, alphabet knowledge, print awareness and phonological awareness.
- Use a variety of assessments (LAP-3 (Replacing Teaching Strategies GOLD), VPK Assessment, Individual Student Assessment) to guide instruction and measure student progress.
- Use a wide range of reading materials (ex. ABCMouse.com, Reading EGGS), representing diverse cultures, genres, ability levels, and interests. ABC Mouse will be used at school and at home. The parents and children will have access to the ABC Mouse at home.
- Use re-telling of story events, prediction, and connection to real life to encourage comprehensive skills.
- Increase phonemic awareness activities and introduce kindergarten site words.

Mathematics:

- Ensure that the curriculum encourages touching, manipulating and examining objects children find around them and then moving them from the concrete experiences to representing knowledge symbolically using mathematical language.
- Modify instruction to accommodate individual student needs/learning styles.
- Provide training, support, and monitoring of teachers to ensure that all student data are analyzed and individualized instruction is provided.
- Integrate mathematics instruction and mathematical language of instruction into other areas of the curriculum.
- Implement materials from Go Math Curriculum.

Science:

- Provide training to teachers to ensure that the objectives and goals set forth in the science curriculum are met.
- Use an approach to science that gives children many opportunities for systematic observation and hands-on investigation of both the living and material world, and takes them from describing and explaining to making predictions based on observations.
- Choose science activities and topics that relate to student interest, experience, and culture.
- Integrate science instruction and science language of instruction into other areas of the curriculum.
- Provide materials and resources to encourage scientific exploration and observation.

Writing:

- Provide activities that enhance both hand/eye coordination and small muscle control of the hand and fingers.
- Teach writing techniques, which include the proper way to hold a writing instrument and the designs and strokes that will eventually be used to form letters.
- Focus on the relationship between oral language and print.
- Encourage children's purposeful writing in all aspects of the curriculum-for example, language experiences, stories, journal writing/dictation, encouraging writing during dramatic play, etc.
- Analyze student writing to diagnose strengths and weaknesses and adjust instruction accordingly, using individualized instruction, small groups, etc.

Results (Goals A, B):

***2016-17 Lap-3 Results reflect progress over time**

Note: Scores for 3 and 4 year old children

Domains

***Percentages represent number of students on or above skill level**

Social-Emotional Development

Fall 2016-17 School Term: 60%

Spring 2016-17 School Term: 93%

Physical Development and Health:

Fall 2016-17 School Term: 56%

Spring 2016-17 School Term: 88%

Approaches to Learning

Fall 2016-2017 School Term: 50%

Spring 2016-2017 School Term: 75%

Language Development:

Fall 2016-167School Term: 38%

Spring 2016-17 School Term: 67%

Literacy and Knowledge:

Fall 2016-17 School Term: 34%

Spring 2016-17 School Term: 65%

Mathematics:

Fall 2016-17 School Term: 31%

Spring 2016-17 School Term: 63%

Science:

Fall 2016-17 School Term: 34%

Spring 2016-17 School Term: 66%

Creative Arts Expressions:

Fall 2016-17 School Term: 43%

Spring 2016-17 School Term: 75%

Social Studies Knowledge and Skills

Fall 2016-17 School Term: 38%

Spring 2016-17 School Term: 66%

2016-2017 Voluntary Prekindergarten Assessment Results reflect progress over time

Note: 4 year old children only

Domains:

Print Knowledge:

Fall 2016-17 School Term: 34%

Spring 2016-17 School Term: 89%

Phonological Awareness:

Fall 2016-17 School Term: 13%

Spring 2016-17 School Term: 70%

Oral Language:

Fall 2016-17 School Term: 31%

Spring 2016-17 School Term: 72%

Mathematics:

Fall 2016-17 School Term: 17%

Spring 2016-17 School Term: 89%

(2) Family and Community Engagement

Goal A: *(WORKING TOWARDS ATTAINMENT)*

By the end of the 2016-17 school term, at least 90% of Head Start/Pre-K parents will be actively involved with, and participate in activities related to their child's everyday learning (at home, school, and in their communities).

Goal B: (*ATTAINED*)

By the end of the 2014-15 school term, 100% of Head Start/Pre-K parents will receive information and education on family preservation issues, including domestic violence, money management, stress management, child abuse, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.

Results (Goals A, B):

Based on training records, agendas, parent surveys, community partner collaborations, and home visits, the goals outlined under Family and Community Engagement are being attained.

Additions/Revisions to Family and Community Engagement Goals:

Goal A:

By the end of the 2017-18 school term, at least 90% of Head Start/Pre-K parents will be actively involved with, and participate in activities related to their child's everyday learning (at home, school, and in their communities).

Goal B:

By the end of the 2017-18 school term, at least 85% of family goals will be attained, based on ChildPlus Family Outcomes Data.

Action Steps for Goals A and B:

- Develop partnership with Workforce Development Agency
- Train Family Services Staff on data collecting and reporting
- Train staff on how to assist families in ensuring growth on Family Outcomes
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.
- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)

(3) Succession Planning (*WORKING TOWARDS ATTAINMENT*)

Goal A:

By the end of the 2017-18 school term, the Head Start Program will have a seamless system in place to ensure that the Program continues to operate effectively when critical positions are vacated.

Action Steps for Goal A:

- Succession Planning Committee is working towards development and annual review of a Succession Plan.
- Identify critical positions within the Head Start Program.
- Understand the skills of every employee, and evaluate employee performance vs. employee potential.
- Recruit/train employees to fill each key role within the organization.
- Ensure that staff are on board who are ready to immediately step into positions with a virtually seamless transition.
- Reassess and revise the Succession Plan annually.

Results (Goal A):

A Succession Planning Committee is currently working to ensure that an effective Succession Plan is in place. Critical positions within the Head Start Program have been identified, and employees are currently being recruited and trained to fill key positions.

B. Benefits (of Goals)

1. Increased emphasis on child development, LAP-3 objectives, and the educational level of Head Start children will ensure that all students, before entering Kindergarten, master the knowledge and skills needed to be successful at the Kindergarten level, and ultimately, will ensure that they have the skills necessary to successfully progress to upper grades.

2. Emphasis on family and community engagement will ensure that parents play an active role in the decisions that are made regarding their children, and participate in the decision-making process in their community. It will also ensure that community partners are actively working with the Head Start/Pre-K program to enhance services and meet the needs of the children and families in the Head Start/Pre-K program, thereby leading to success later in life. Emphasis on family and community engagement will also ensure that parents' educational opportunities are expanded to allow them to actively advocate for their children, and to grow as individuals, becoming more productive in their communities and more successful in life.
3. Increased emphasis on Succession Planning will ensure that the Head Start Program continues to operate effectively and seamlessly when individuals occupying critical positions depart. It will also ensure that employees are recruited and/or trained to fill each key role within the organization.

Progress in achieving intended Family/Health Services

Parent/family services are an integral part of the Gadsden County Head Start Program, as well as the overall Gadsden County School system. The Family Services Coordinator works closely with families by encouraging participation on the Policy Council, Center Committees, urging parents to attend workshops, and urging them to become active in local government by attending city and county commission meetings, as well as local school board meetings.

The Family Services Coordinator also provides regular trainings and information to parents in such areas as nutrition, child behavior, transition, budgeting, along with any others trainings that parents have expressed an interest in.

The Family Services Coordinator also encourages active participation of fathers in the Head Start Program. Men Assuring Children's Success (MACS) is a Male Involvement Component within the parent services program that solicits and encourages the participation of significant father figures in the lives of children enrolled in the program. MACS provides trainings for father figures, organizes father-child activities, and provides other services aimed at getting fathers involved. Parent services staff are also employed with the School Board to encourage all parents to participate in the activities related to the overall school system.

The Head Start Family Services Coordinator, and the Family Services Staff also work with families by working with them to develop and implement Family Partnership Agreements which outline goals, timetables, and strategies for achieving the goals that the families might have. Family Services Staff are assigned to each school so that all parents have access to these services. Family Services Staff also work with local community agencies in an effort to access all available services that a family might need, as well as to collaborate in an effort to increase/improve resources for the benefit of the entire community. Partnership Agreements are also made between these agencies and the Head Start Program. These agreements further identify the role that each plays in assuring that needed resources and services are accessed.

In addition to working with community agencies, the Head Start Program provides each parent with a training handbook which includes educational information in the areas of child development, nutrition, health, safety, mental health, budgeting, school attendance, well-child care, etc. It also contains a listing of local community resources.

The Head Start Health Services Coordinator and Family Services staff work closely with area providers to access health services, and to address the needs of the families in the Head Start program. Comprehensive health services are provided to all Head Start children, and are closely monitored to ensure that there are no gaps in the provision of these services. Health services include health screenings and follow-up, mental health services, dental exams and treatment, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers (ex: Gadsden County Health Department, Gadsden WIC Program, local dental providers, local physicians, Gadsden Extension Office, mental health providers).

Program Strengths for the Gadsden County Schools Head Start Program

- There were no audit findings from the Fiscal/ERSEA Monitoring Event
- The Environmental Health and Safety Monitoring Event found all areas in compliance in carrying out the Head Start requirements
- All Domains from CLASS Monitoring Event met minimum score requirements.
- School Board Grantee and Board Members meet qualifications established in the Head Start Act
- Strong support from School Board Members and Superintendent
- School System Support (ESE services for children with disabilities, Maintenance Department, Transportation Department, and Food Services Department)
- Re-opening of the local hospital in Gadsden County
- Continued Implementation of curriculum (DLM and Imagine It)
- Implementation of ABC Mouse Curriculum (School and Home Version)
- Participation in the State Department of Education's Fresh Fruit and Vegetables Program (which provides snacks to children)
- Child Plus Database being utilized by all staff (Record-keeping, Program Monitoring, Reports)
- Transportation system traveling from Quincy to Tallahassee (Gadsden Express)
- Head Start is very visible in the community, with the main office located in the center of Gadsden County
- Active Policy Council and Male Involvement participation (monthly meetings, parent representatives from all centers, family engagement activities, trainings, etc)
- Head Start Staff continuing to pursue educational goals
- Conversational Spanish Classes offered on an as-need basis
- School Health Clinics located at school sites
- CLASS system used to monitor Education Component
- Reliable CLASS observers on staff

- Certified CLASS trainer on staff
- Resource teachers serve as mentor teachers in the classroom
- Participation in county-wide monthly Transition Meetings
- Three major universities in neighboring county
- Relationship with the Early Learning Coalition of the Big Bend (Head Start Director and Superintendent serve as Board members)
- Bilingual Staff
- Head Start children participate in State Voluntary Prekindergarten Program
- Strong communication between staff and families (home visits, parent conferences, training opportunities)
- Director works closely with District Comptroller and Fiscal staff
- Implementation of Practice-Based-Coaching Model

(Sub-Section B)
Service Delivery

Local Services to Children Birth to Five

The Gadsden County School Board continues to be the Grantee for the Gadsden County Head Start Program. The program continues to be funded to serve 259 children, and has 5 school sites across the county, as well as two community-based sites. Most of the children enrolled in the Head Start Program receive a 6 ½ hour/day program for 180 days/year. The Gadsden County School Board also serves Pre-k children in the Title 1 Program, the State Voluntary Pre-kindergarten Program, and the Exceptional Student Education Program (ESE Program). There are no changes to the detailed plan to provide child development services for Head Start eligible children and families. Children and families will continue to receive comprehensive services in the areas of health, nutrition, mental health, disability services, education, and parent involvement services. Transportation continues to be provided for the school-based programs, and parents must still provide transportation for children receiving services in the full day program.

The Florida State University (FSU) Center for Prevention and Early Intervention Program continues to provide Early Head Start services for Gadsden County.

Each year, both the Early Head Start and Head Start programs enroll and provide services to children with special needs. In 2016-17, 29 children in Head Start (over 10%) were children with special needs. The Head Start Program works closely with the Exceptional Student Education Department to assure the most appropriate placement for children with disabilities.

Gadsden County's state-funded Voluntary Pre-Kindergarten Program (VPK) continues to make Pre-kindergarten services available to all age eligible four-year-old children. The VPK program will enable Head Start to serve 18 additional children during the 2017-18 school term.

Other local integral and critical services continue to be provided by such agencies as the Gadsden County Early Learning Coalition, the Early Steps Early Intervention Program, Healthy Start, Healthy Families Gadsden, and Child Find.

Service and Recruitment Area

There are no changes to the service and recruitment areas for the 2017-18 school term. The recruitment area of the Gadsden County Head Start Program continues to encompass all of Gadsden County, Florida. The Community Assessment reveals poverty areas throughout the entire county. Therefore, recruitment efforts are essentially the same throughout the county. Open registration is held in all areas of the county. With the implementation of the Gadsden County Schools Reconfiguration Plan, two elementary schools were closed. Although two schools closed their doors, this will not affect the services provided to children living in those school zones. Head Start eligible children will be served in neighboring elementary schools.

The Gadsden County School District continues to provide preschool services through four different funding sources: Head Start, Title 1, Exceptional Student Education, and the state's Voluntary Prekindergarten Program. There are no changes to the Head Start/Pre-k eligibility priority criteria checklist.

Funded enrollment levels

There are no proposed changes to the funded enrollment levels for the Head Start Program. The program continues to be funded to serve 259 children, and has 5 school sites across the county, as well as two community-based sites. The children enrolled in the Head Start Program either receive a 6 ½ hour/day program for 180 days/year or a 10 hour/day program for 180 days/year.

Program Options

The Gadsden County Head Start Program continues to be a center-based option serving three and four-year-old children. The program operates at four elementary schools, one Magnet School (Pre-k-8th grade), and two community sites (Midway and Quincy). There are no proposed changes to program options.

Location of Facilities

School locations are: George W. Munroe, Stewart Street, Greensboro, Chattahoochee, and Havana Magnet School (Pre-k-8th grade), as well as Midway and Quincy full day sites.

Updates on Barriers to Parent Participation

Transportation continues to be a factor impacting parents as it relates to attending meetings, volunteering, etc. The Head Start Program continues to work with parents on overcoming this barrier. Parent meetings are held, whenever possible, nearby, at the child's home school, and staff work with parents on assuring that they have a reliable means of transportation to and from these events. Due to limited transportation, parents are often unaware in advance of local events and activities impacting their child's educational experience. As a result, "Parent Link" has been implemented as an immediate means of communicating with all Head Start parents. This is a secure communication tool that sends mass messages to parents via phone calls or text messages. The Head Start Program coordinates Parent Link services through the Gadsden County School Board. This tool enables staff to inform and remind parents well in advance of meetings, school activities, upcoming educational events, etc., thereby improving parent participation. In addition to transportation issues, parent participation is impacted by a lack of fathers in the home. The Head Start Program continues to have a strong Male Involvement Program, which encourages the participation of significant male figures in the family's home (fathers, uncles, grandfathers, etc). Through planned activities such as T-ball games, Donuts for Dads, Male Involvement Meetings, and other coordinated events, the Head Start Program is impacting the lives of children by recruiting father figures to become Male Involvement members and active participants at school and in the classroom.

Progress in Addressing Delivery of Health Services

The Head Start Health Services Coordinator and Head Start Staff continue to work closely with area providers to address the needs of the children and families in the Head Start program. Health services include health screenings and follow-up, mental health services, linkage to healthcare providers, monitoring, parent contacts, parent and staff education and trainings, and collaboration with agency providers (school clinics, dental providers, mental health providers, etc). There continues to be many health challenges in Gadsden County, which makes continuous collaboration efforts between the Head Start Program and area providers critical. Gadsden County has been designated as a medically under-served area by the federal government, with health-care shortages in primary care, dental care, and mental health care. Although private medical providers in the area work closely with the Head Start Program, The Gadsden County Health Department plays a very integral role in service delivery. It works with Head Start to provide such comprehensive services as prenatal care, Medicaid EPSDT, health education, WIC, school physicals, immunizations, and well child check-ups. As a result of service limitations in the county, critical health screenings (such as lead testing and hemoglobin testing) would not be possible without the additional collaboration of various community agencies, such as Healthy Start, the WIC Program, Early Head Start, the Cooperative Extension Agency, etc. In order to assure continued collaboration, many of these agency providers continue to give direction and guidance through their service on the Health Services Advisory Committee.

Through collaborative efforts within the community, the Jessie Furlow Medical Center in Quincy, Liberty County Health Care Inc. and the Neighborhood Health Services Center in Havana are available to provide much needed dental services in the area.

Gadsden County's local hospital continues to allow local families access to urgent medical care within their county.

Obesity still presents significant health risks in Gadsden County, however the rate of obesity among Pre-k children has declined. This may be due in part to collaborative efforts between Head Start and other agencies within the county which work together to combat obesity. Head Start works closely with the WIC office, the Health Department, and the Gadsden County Cooperative Extension Office in an effort to assure that families receive nutrition education and monitoring.

Immunization rates for Gadsden County are high, which indicate a strong working relationship between the Head Start program, families, and community health providers. 2016-17 data indicated that 100% of children were up-to-date on immunizations. For Gadsden County's public and private schools, 98% were immunized at kindergarten entry. These were among the highest immunization rates in the state of Florida.

Transition Plan Updates/Coordination

The Gadsden County Head Start's Transition Plan is reviewed and updated annually to assure that transition needs of the families it serves are met. Steps are taken to assure that there is a smooth transition into and out of the Head Start Program. Prior to transitioning into the program, Head Start coordinates with Early Head Start to assure placement of Early Head Start children into the program. Head Start also recruits children/families by using flyers, newspaper ads, agency collaboration, etc. Head Start provides parents with information explaining the Head Start/Pre-k Program, its services, benefits, and the many ways parents can become involved in their child's educational experience. Parents are assisted throughout the registration process by working with them to secure all documents needed for enrollment. As children prepare for outgoing transition into Kindergarten or other educational programs, Head Start conducts parent meetings to discuss transition issues. School representatives are invited to attend and talk with parents about what to expect in their child's new environment. Opportunities are provided for parents and children to visit their child's new classroom, and to meet their child's new teacher. All pertinent school records are also forwarded to receiving schools/teachers, and Head Start and Kindergarten teachers are allowed opportunities to spend time together to share information on children being transitioned into Kindergarten.

These procedures are routinely reviewed with the Health Advisory Committee and program staff to assure that transitions are seamless, and that the needs of the families are met.

All Head Start children receive transition bags for use during the summer break and upon entering kindergarten. Items included in Transition Bag: writing tablet, pencil, crayons, scissors, glue, construction paper, dental kit, toothbrushing/flossing instructions card, elementary school contact information, erasers, ABC Checklist, storybook, Summer Parent Activity Calendar (Ready-Set-Read).

Special Needs Services Updates

It is the goal of the Gadsden County Head Start Program to assure that provisions are made to meet the diverse needs of children with disabilities (both educationally and socially). The Head Start Disability Plan is reviewed and updated annually to assure that this goal is maintained. An outreach and recruitment process is maintained to ensure a minimum enrollment of 10% diagnosed children with disabilities. Training is provided to staff, parents, and volunteers on disability services and available resources. In addition to the services that are currently being provided, the Head Start Program will be providing additional training to teaching teams on the use of appropriate teaching strategies for children with special needs. This will aid in assuring that the diverse needs of children are met.

The Head Start Program continues to work with all children and families with special needs, including those who are homeless, dual language learners, and families who are involved in all aspects of the child welfare system. The Head Start Program has strengthened its partnership with the Gadsden County School's Homeless Coalition, whose mission is to ensure that homeless children have full and equal opportunities to succeed at receiving a quality education, and that families are provided opportunities that will enable them to find safe and permanent housing. In addition to partnering with the Coalition, the Head Start Program works closely with all parents to access available resources, and receive training and education necessary to improve the lives of themselves and their children. This includes assuring the availability of interpreters for dual language learners, providing Spanish classes to Head Start Staff, and assuring that Spanish speaking staff are available to work with the growing Hispanic population in the community.

(Sub-Section C)

Approach to School Readiness

***SCHOOL READINESS PLAN (Attached)**

The Gadsden County School District's Head Start Program chose to adopt the following five developmental domains on which to base its School Readiness Plan:

Physical Development

Approaches to Learning

Social and Emotional Development

Language, Communication, and Emergent Literacy

Cognitive Development and General Knowledge (Mathematics Dev. and Scientific Reasoning)

The Lap-3 Assessment and the VPK Assessment were used during the 2016-17 school term.

The CLASS (Classroom Assessment Scoring System) was also used.

The CLASS is an observational protocol based on years of educational and developmental research demonstrating that daily interactions between teachers and student are central to students' academic and social development. It provides a reliable and valid assessment of three broad domains of effective teacher-student interactions. The CLASS scoring is completed at the dimensional level using a 7-point scale, with the low range being a score of 1-2, the middle range being 3-5, and the high range being 6-7.

Domains

***Percentages represent number of students on or above skill level**

Social-Emotional Development

Fall 2016-17 School Term: 60%

Spring 2016-17 School Term: 93%

Physical Development and Health:

Fall 2016-17 School Term: 56%

Spring 2016-17 School Term: 88%

Approaches to Learning

Fall 2016-2017 School Term: 50%

Spring 2016-2017 School Term: 75%

Language Development:

Fall 2016-167School Term: 38%

Spring 2016-17 School Term: 67%

Literacy and Knowledge:

Fall 2016-17 School Term: 34%

Spring 2016-17 School Term: 65%

Mathematics:

Fall 2016-17 School Term: 31%

Spring 2016-17 School Term: 63%

Science:

Fall 2016-17 School Term: 34%

Spring 2016-17 School Term: 66%

Creative Arts Expressions:

Fall 2016-17 School Term: 43%

Spring 2016-17 School Term: 75%

Social Studies Knowledge and Skills

Fall 2016-17 School Term: 38%

Spring 2016-17 School Term: 66%

2016-2017 Voluntary Prekindergarten Assessment Results reflect progress over time

Note: 4 year old children only

Domains:

Print Knowledge:

Fall 2016-17 School Term: 34%

Spring 2016-17 School Term: 89%

Phonological Awareness:

Fall 2016-17 School Term: 13%

Spring 2016-17 School Term: 70%

Oral Language:

Fall 2016-17 School Term: 31%

Spring 2016-17 School Term: 72%

Mathematics:

Fall 2016-17 School Term: 17%

Spring 2016-17 School Term: 89%

CLASS Observation Results (Averages)

** The CLASS scoring is completed at the dimensional level using a 7-point scale, with the low range being a score of 1-2, the middle range being 3-5, and the high range being 6-7.*

CLASS RESULTS from the EARLY LEARNING COALITION of the BIG BEND

Emotional Support:

Gadsden District: Fall (2016) – 6.52; Spring (2017) – 6.72

National Average (2016) – 6.00

Classroom Organization:

Gadsden District Fall (2016) – 6.36; Spring (2017) – 6.62
National Average (2016) – 5.73

Instructional Support:

Gadsden District Fall(2016) – 4.43; Spring (2017) – 4.58
National Average (2016) – 2.83

CLASS RESULTS from the OFFICE of HEAD START MONITORING EVENT TEAM

Emotional Support:

Gadsden District: Spring (2017) – 5.26
National Average (2016) – 6.00

Classroom Organization:

Gadsden District Spring (2017) – 5.05
National Average (2016) – 5.73

Instructional Support:

Gadsden District Spring (2017) – 2.57
National Average (2016) – 2.83

During the 2016-2017 school year, all Head Start classrooms were assessed using the CLASS scoring instrument. The classrooms were observed using the CLASS instrument by two independent teams. The Early Learning Coalition of the Big Bend completed an observation in the Fall of 2016 and then another observation was completed during the Spring of 2017. The Office of Head Start also completed the CLASS instrument on 15 of the 16 Head Start classrooms during the Spring of 2017.

The results of the CLASS Assessments led to the development of Action Plans with classroom teachers. The Action Plans are monitored weekly to assure that the recommendations resulting from the CLASS Assessments are being implemented. Training/instructional support is also

being provided to address these issues. Additional training is being provided through the Department of Children and Families (DCF) website, and the Panhandle Educational Area Consortium (PEAC). MMCI Training (Making the Most of Classroom Interactions) will also be provided to teachers. The Head Start Program has also collaborated with the Early Learning Coalition, which provided CLASS Assessments during the 2016-17 school term. The 2017-18 Program Improvement Plan and Training Plan also reflect additional trainings/strategies which will be implemented to assure school readiness growth. These include individualized teaching team trainings Lap-3 and VPK Assessment trainings, DLM Curriculum training, as well as trainings in these areas with District Staff and the Governing Board.

(Sub-Section D)

Parent, Family and Community Engagement (PFCE)

The Gadsden County Head Start Program continues to work with, and build relationship with families in order to support family well-being and ongoing learning and development for both parents and children. Many of the goals outlined in the Family Engagement Framework focus on ensuring that staff members have the tools necessary to meet the needs of the families that they serve. This includes assuring that they have appropriate training, supervision, and manageable caseloads. The 2017-18 T/TA Plan outlines trainings that staff members will receive in the areas of data collection and reporting, as well as training geared towards how to assist families in ensuring growth with family outcomes, as outlined in the Family Engagement Plan.

Other goals that are being met within the Family Engagement Plan focus on effective and seamless transition from Head Start to other educational programs. Head Start has strengthened the transition process by working closer with Kindergarten teachers, school Principals, and others involved in the child's transition process. This collaborative effort has provided all families of transitioning children with information, training, and connections to future early care and educational setting, thereby helping facilitate the transition process for parents and children.

The Family Engagement Plan also focuses on working with parents to support their parenting, careers, and life goals. This is being addressed by encouraging parents to attend Head Start conferences and workshops, linking them with local educational providers and career counselors, and maintaining connections through Parent Link, a phone network designed to keep parents informed of relevant educational opportunities. Parents are also being provided detailed information related to their child's educational program by meeting with them and reviewing the goals outlined in the School Readiness Plan at the beginning of each school term. These meetings, along with numerous meetings throughout the school term address goals outlined in the Framework as they relate to families as lifelong educators.

Current Data on Family Progress that Supports Individual Children's School Readiness

Goal A: By the end of the 2015-16 school term, at least 80% of Head Start/Pre-K parents *were* actively involved with, and participated in activities related to their child's everyday learning (at home, school, and in their communities).

*Family Outcomes ChildPlus reports were used to analyze gains between Mid-year and end-of-year data.

Goal B:

By the end of the 2015-16 school term, 100% of Head Start/Pre-K parents *received* information and education on family preservation issues, including domestic violence, money management, stress management, child abuse, and HIV/AIDS awareness.

Action Steps for Goals A and B:

- Develop partnerships and collaborate with local agencies (Refuge House, Extension Office, Health Department and local Mental Health Agency)
- Recruit and encourage participation of fathers and other significant males in the child's life.
- Expand family education opportunities through family literacy, ESOL, and GED programs.
- Provide frequent, ongoing communication in English and other appropriate languages through school and home.
- Provide parent support at the school level through the Parent Involvement Coordinator.
- Involve parents in meaningful decision-making designed to improve students' learning (e.g., Center Committee, Policy Council, School Advisory Council)
- Support parent advocacy activities (e.g., lobbying, public relations, parenting programs).
- Conduct a minimum of two home visits per year.
- Collaborate with local health department to ensure that adequate information is provided to parents on HIV and sexually transmitted diseases.
- Serve on local boards (e.g., Whole Child Project, Early Head Start Policy Council).
- Provide training on family preservation issues such as domestic violence, HIV/AIDS awareness, stress management, and money management.
- Provide parents with educational materials such as resource flyers, Parent Orientation Handbook and Community Resource Directory.
- Communicate with school site administrators on a regular basis.

(Sub-Section E)

Governance, Organizational and Management Structures, and Ongoing Oversight

There are currently no changes to the roles and responsibilities of the School Board or Policy Council.

*Organizational Chart (Attached)

*Staff Qualifications Updates (N/A)

*Self-Assessment (Attached)

*Program Improvement Plan (Attached)

*Training and Technical Assistance Plan (Attached)

**GADSDEN COUNTY SCHOOL DISTRICT'S
HEAD START / PREKINDERGARTEN PROGRAM
SCHOOL READINESS PLAN
2017-2018**

**MISSION AND GOAL OF THE GADSDEN COUNTY SCHOOL DISTRICT'S
HEAD START / PREKINDERGARTEN PROGRAM:**

Our mission is to ensure that all children participating in the Gadsden County Head Start / Prekindergarten Program enter school emotionally, physically, socially, and intellectually ready to learn; fully recognizing the crucial role of the parents as their child's primary teacher.

As educators, our goal is to support and assist parents as their child's primary teacher by providing a safe and supportive environment, with ongoing opportunities for active learning through which children may develop self-confidence, initiative, curiosity and resourcefulness that will serve them well in school and later in life.

SCHOOL READINESS:

School Readiness is a term that can be broadly defined as the knowledge, skills, and experiences that a child possesses upon entering school, which form the foundation for successful and meaningful learning experiences. As the definition implies, there are many factors which determine a child's readiness for school. A child's environment, family, culture, and individual experiences play an important role.

As educators we know that each child goes through the same developmental sequences, but the rate and way he/she develops is unique. Each child comes to us with individual experiences that affect his/her acquisition of skills. It is important that we look at each child to insure that we offer an environment where all areas of growth and development are promoted.

The Gadsden County School District's Head Start / Prekindergarten Program has chosen to adopt the following five developmental domains on which to base its school readiness plan:

- Physical Development
- Approaches to Learning
- Social and Emotional Development
- Language, Communication, and Emergent Literacy
- Cognitive Development and General Knowledge

THE IMPORTANCE OF SCHOOL READINESS:

Brain research indicates that young children are born ready to learn. The ages from birth to five are critical years in a young child's development. During these years, early childhood programs have the opportunity to play a vital role in children's lives. It is our task to make sure that children are given the opportunities necessary to be successful learners. In order to encourage positive results, a multi-dimensional approach that helps children reach developmental milestones must be implemented. This, along with a rich learning environment, positive experiences and early intervention, should help to enhance a child's development thus making them ready to learn.

SCHOOL READINESS GOALS:

These are age-appropriate goals for readiness. The Gadsden County School District's Head Start Program understands that because children develop at varying rates, all children can not be expected to achieve all of these goals by kindergarten entry.

Physical Wellbeing and Motor Development:

Children will perform locomotor and nonlocomotor skills.

Children will demonstrate an increasing ability to use hands and fingers to perform tasks.

Children will engage independently in a number of self-help skills.

Children will begin to independently make choices that promote a healthy lifestyle.

Approaches to Learning

Children will show eagerness and curiosity as a learner.

Children will focus attention on a task over a period of time.

Children will choose both new and familiar classroom activities.

Social and Emotional Development

Children will show an understanding of social skills essential to interacting with others.

Children will demonstrate the ability to understand and follow rules.

Children will show an increasing ability to self regulate by expressing feelings, needs and desires in an appropriate way.

Children will demonstrate an age-appropriate ability to manage transitions and adapt to change.

Language and Literacy

Children will display the ability to use grammar with an increasingly complex vocabulary.

Children will demonstrate an increasing knowledge of letters, sounds, and phonological awareness.

Children will demonstrate age-appropriate uses of shapes, symbols, letters and words to convey meaning.

Children will show an increasing interest in and knowledge about books and reading.

Children will show progress in listening to, understanding and speaking English (for non- English speaking students).

Cognitive and General Knowledge

Children will demonstrate an understanding of mathematics by recognizing numerals, rote counting, counting objects and solving mathematical problems.

Children will distinguish between similarities and differences and classify using a specific criterion.

Children will exhibit curiosity about the world by asking questions, making predictions and using tools and instruments to gather information.

Children will show an understanding of positional words physically and verbally.

SCHOOL READINESS OBJECTIVES:

Gadsden County School District's Head Start / Prekindergarten Program will continue to prepare children for a successful school experience by:

- Maintaining classrooms that promote social skills education and guidance
 - Each child will make at least a year's gain in the Personal/Social domain of the LAP-3 assessment by the end of the school year
- Maintaining classrooms that promote independent daily living skills
 - Each child will make at least a year's gain in the Self-Help domain of the LAP-3 assessment by the end of the school year
- Maintaining classrooms that support how children learn
 - *Ongoing Monitoring Checklists* will be completed during weekly classroom visits
 - *Classroom Environment Checklists* will be completed 1-2 times per year
 - CLASS observations will be completed annually with each classroom achieving 5 or above in the Emotional Support Domain
- Maintaining classrooms that promote physical development
 - Each child will make at least a year's gain on the Gross and Fine Motor domains of the LAP-3 assessment by the end of the school year
- Maintaining classrooms that support literacy and language development
 - Each child will make at least a year's gain on the Prewriting, Cognitive and Language domains of the LAP-3 assessment by the end of the school year
 - Each DLL will show progress in English acquisition as documented in the LAP Observation Checklist for Preschool Dual Language Learners after each assessment
 - Each 4-year-old child will achieve a score of 70% or higher and each 3-year-old child will achieve a score of 50% or higher, on the Individual Student Assessment by the end of the school year
 - Each 4-year old child will show progress in each section of the VPK assessment by the 3rd administration
 - Each classroom will score an average in the mid-range level of the Instructional Support Domain of the CLASS observation

DATA COLLECTION PLAN:

Alignment with Head Start Child Development and Early Learning Framework

- Florida Early Learning and Development Standards aligned with OHS Standards
- LAP-3 Assessment aligned with OHS Standards
- Curriculum objectives aligned with framework weekly and codes included in lesson plans
- Plans for written alignment of curriculum and standards

Transition

- Transition Partners' Meetings (January – June)
- Quarterly Interagency Transition Meetings
- Collaboration with Early Head Start and Early Steps
- IEP meetings for children transitioning from Pre-K ESE to Head Start
- Home Visits *
- Transition Bags *

Physical Environment

- Environment Checklists (semi-annually)
- Health and Safety Checks (semi-annually)
- Ongoing Monitoring Checklists (weekly)
- Playground Checks (daily)

Learning Environment

- Lesson Plan objectives aligned with Head Start Framework
- Florida School Readiness Standards aligned with Head Start Framework
- Ongoing Monitoring Checklists (weekly)
- CLASS Observations and training (annually)

Individualization

- Developmental Screening (Early Screening Profile) *
- Parent Observation Checklist
- Ongoing Assessment (LAP-3)*
- Individual Student Assessment
- Florida Voluntary Prekindergarten Assessment
- Individualized Education Plan (IEP)
- Portfolios
- Child Assessment Report/Individual Learning Plan *

Health

- Hearing and Vision Screenings
- Dental Screenings and Exams
- Height and Weight (2 times per year)
- Up-to-date Immunizations
- Yearly Physicals

Special Diet Plans
Special Health Plans
School Health Clinics
Daily Outside Activities

Mental Health

Contracted Consultant
Monthly Staff Newsletters
Quarterly Parent Newsletters
Peacemaking Skills for Little Kids social skills curriculum

Nutrition

Meals (Breakfast and Lunch)
Healthy Snacks
Classroom Nutrition Activities
Monthly Health and Nutrition Newsletters
Monthly USDA Reports to Policy Council and Board

Staff Development

Individual Professional Development Plans
Program Training Plan
School District Inservice Days
Individualized Staff Training
Grade Group Meetings
Mentor Teachers
Online Course Offerings (PAEC, DCF, DOE, FLDRS)
Professional Development Articles and Information
Start and Regional Training Opportunities

Family Engagement

A HEAD START ON PARENTING – A Training Guide for Parents *
Policy Council Meetings
Parent Orientation *
Annual Parent Training *
Center Committee Meetings
Male Involvement Activities
Monthly Parent Activity Calendars *
Monthly “Getting Ready for Kindergarten” Transition Guides *
“Imagine It” Parent Letters *
Parent Transition Training *
Male Involvement Literacy Bags *
Transition Bags (Including Parent Pamphlets, School Supplies, Book) *
Parent/Staff Home Visits
Parent Conferences *
Field Trip Volunteers
Classroom Volunteers

Program Governance

Education Consultant available to Board / Policy Council and Program Staff
Policy Council and Board Training on roles and responsibilities
Review and approve Self-Assessment Process
Review and approve Program Improvement Plan
Receive monthly Program Information Summaries

Fiscal

Education Budget (Classroom supplies, field trips, etc.)
Staff Training and Consulting
State Funded Voluntary Prekindergarten Program (VPK)

* Translators are available for parents and children. Information is available in English and Spanish.

SUMMARY:

The goal of the Gadsden County School District's Head Start / Prekindergarten Program is to have all children who leave our program ready for the next level of school. Providing children with a caring and developmentally appropriate classroom experience is very important, but there are other factors that are also considered. We know that children are products of their environment so we are mindful of the important role parents play in determining their children's readiness for school. Every component in our program works toward providing support for our families. From providing information on health, mental health and nutrition; encouraging classroom participation; providing training; securing needed community resources; to helping the parents meet their educational goals, we strive to assist as much as possible. We realize that it takes commitment and teamwork by the stakeholders, program staff, parents, and communities; to make sure all children leave our Head Start Program ready to learn.

**HEAD START REFUNDING APPLICATION
2017-2018
BUDGET NARRATIVE PA-22**

A. Personnel

Children Health and Developmental Services

Program Management

Position	Annual Salary	Salary ACF Share	% Time Worked ACF Grant	# of Days Worked
(1) Health/Nutrition Mental Health	\$42,870	\$42,870	100%	214 days
(1) Education/Disability Coordinator	\$52,530	\$52,530	85%	214 days
(3) Resource Teachers	\$114,500	\$97,325	85%	196 Days

Classroom Staff

(15) Teachers	\$525,500	\$492,500	100%	196 days
(16) Teacher Assistants	\$288,838	\$269,458	100%	196 days

Other Staff

(1) Program Assistant	\$25,353	\$0		
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Family and Community Partnerships

Program Management

(1) Family Services Coordinator	\$50,285	\$42,742	100%	(1) 219 days
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Other Staff

Visiting Teacher	\$43,260	\$0	100%	(1) @ 214 days
(5) Program Assistants	\$140,695	\$140,695	100%	(1) @ 214 days (1) @ 240 days (3) @ 196 days

Program Design and Management

Head Start Director

Head Start Director	\$65,744	\$32,872	100%	240 days

Clerical Staff

(1) Administrative Assistant (1) Receptionist	\$63,671	\$54,120	85%	240 days
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Other Personnel

3 Bus Monitor	\$21,959	\$21,959	100%	180 days
Maintenance	\$18,981	\$18,981	100%	196 days

TOTAL PERSONNEL: \$1,266,052

B. Fringe Benefits

Item	Amount
Social Security	\$96,055
Retirement	\$93,106
Health/Dental/Life	\$152,116

TOTAL FRINGE BENEFITS: \$341,277

TOTAL= SALARIES & FRINGE = \$1,607,329

C. Travel

No. of Trips	Destination	Length of Stay	Purpose	Staff Positions	Cost
1	TBA	4 days	Florida Head Start Annual Conference	All Staff Hotel - \$2,100 Per Diem - \$650 Car Rental - \$200	\$2,950
1	Orlando	3 days	Florida Association of Young Children	6 Staff Hotel Costs: \$2,240.00 Per Diem: \$450.00 Car Rental: \$150.00	\$2,840
1	Atlanta, GA	5 days	Region IV Head Start Annual Conference	Management Team Policy Council Hotel Costs: \$2,700.00 Per Diem: \$600.00 Car Rental: \$250.00	\$3,550
1	Atlanta, GA	5 days	Region IV Head Start Leadership Conference	Director Management Team and Fiscal Staff Hotel - \$1,700 Per Diem - \$900.00 Car Rental: \$250.00	\$2,850
1	Tampa, FL	4 days	One Goal Summer Conference	2 - Staff Male Involvement/Policy Council Hotel Costs: \$1,500.00 Per Diem: \$450.00 Car Rental: \$200.00	\$2,150
1	TBA	4 days	Region IV Parent Conf.	Staff Parents 3100 Hotel Costs: \$100.00 Per Diem: \$450.00 Car Rental: \$200.00	\$2,750

TOTAL TRAVEL: \$17,090

D. Supplies

Type	Cost
Office Supplies (Paper, Pens, Pencils, Copier Maintenance)	\$13,000
Classroom Supplies (books, software, cleaning supplies and curriculum)	\$23,000
Food Service Supplies	\$11,500

TOTAL SUPPLIES: \$47,500

E. Contractual

Name of Organization	Purpose/Scope of Work	Period	Cost
Dentists	Dental Services	12/01/15 – 11/30/16	\$2,000
Speech Pathologist	Speech Therapy	12/01/15– 11/30/16	\$4,500
Food Service	Adult Meals, Snacks Registered Dietician	12/01/15-11/30/16	\$12,550
Contractor	Classroom/Playground Maintenance, Food Delivery	12/01/15-11/30/16	\$47,000
TBD	Technology (Installation and Updates, Staff and Parent Information	12/01/15-11/30/16	\$26,000
TBD	Interpretation Services	12/01/15-11/30/16	\$13,000
Florida Head Start Association	Agency Dues	12/01/15-11/30/16	\$1,295
TBD	Consultant: Program Compliance	12/01/15-11/30/16	\$30,000
Bryant Landscaping	Lawn Maintenance for Midway, QA3, Stewart Street, Gretna and Havana	12/01/15-11/30/16	\$14,800

TOTAL CONTRACTUAL: \$151,145

F. Other Expenses

<u>Gas/Diesel</u>	<u>Building Maintenance Repairs</u>	<u>Phone</u>	<u>Local Travel (home visits, local meetings and events, travel to centers)</u>	<u>Substitutes</u>	<u>Parent Services – Supplies, (including food) Travel and Training (center Committees, policy Council and male involvement)</u>	<u>Printing (activity calendars, parent handbook, resource flvers, program brochures and program forms (Registration Ads)</u>	<u>Other (Field Trips for the children)</u>	<u>Training and Staff Development Tuition, books, fees and supplies</u>
\$17,336	\$15,000	\$4,200	\$24,000	\$22,250	\$18,000	\$15,440	\$8,000	\$3,000
Utilities	Garbage							
\$14,065	\$3,200							

TOTAL OTHER EXPENSES: \$144,491

H. Indirect Cost

2,068,631 x 5.38

TOTAL INDIRECT COST - \$111,292

TOTAL ALL CHARGES PA 22 (PROGRAM OPERATION) - \$2,078,847

TOTAL PA 20 (TRAINING/TECHNICAL ASSISTANCE) - \$26,542

TOTAL BUDGET - \$2,105,389

Non-Federal Share
In-Kind Matching Funds 2017-2018

In-Kind Provided by the Gadsden County School Board

Personnel:

Program Design and Management:

Salaries/Benefits

School Site Administrators	\$64,271.00
School Site Data Entry	\$9,114.00
School Site Clerical Support	\$11,771.00
School Site Custodial Services	\$10,967.00

Total Personnel: **\$96,123.00**

Contractual:

Travel

Children's Transportation	\$70,288
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Total Travel **\$70,288**

Other Expenses:

Volunteers

2777 hours @ \$8.50 per hour	\$23,605
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Total Other Expenses **\$23,605**

TOTAL IN-KIND FROM GADSDEN COUNTY SCHOOL BOARD \$190,016

STATE IN-KIND FUNDS

Voluntary Prekindergarten (VPK)

Personnel:

Program Design and Management

Salaries/Benefits

Head Start Director \$37,835

Children Services:

Reimbursement for Head Start Children

128 Children @ \$2,332per child \$298,496

Total State Funds \$336,331

TOTAL NON-FEDERAL SHARE (IN-KIND) MATCHING FUNDS \$526,347

Gadsden County School Board Head Start Program

Grant # 04CH4687

Funding Year: 2017-18

T/TA Plan Narrative

In accordance with the expressed expectations of the Region IV Office of the Administration for Children and Families, we certify that by submitting the attached T/TA Plan, we have engaged the services of our assigned Program Specialist, and our T/TA Specialist. We have given our Program Specialist access to all appropriate documents necessary to undergo both a systems thinking and systems approach to the design and delivery of T/TA services that will enhance services to children and families as we continue to move our program progressively forward.

Preparation

The initial process leading up to the development of the 2017-18 Training and Technical Assistance Plan began in the Spring of 2017. The Gadsden County Head Start Program's T/TA Plan was developed with the assistance of the Head Start Management Team, the Head Start/Pre-K Program Director, and the Policy Council. In order to assist in the development of this plan, several program documents were identified and reviewed. Extensive timelines were set to allow adequate time to meet and accomplish this goal. The Head Start Program Director and Managers reviewed all documents, and each Manager compiled an in-depth list of needs identified in their specific component areas. These documents included, (but were not limited to) a review of the Self-Assessment, Community Assessment, Program Improvement Plan, Classroom Assessment Scoring System (CLASS), Family Engagement Plan, PIR data, Auditor General's Report, Strategic Plan and the School Readiness Plan.

After reviewing such documents as the Community Assessment, Self-Assessment, Program Improvement Plan, Child Outcome Data, Family Engagement Plan, and School Readiness Plan, the team identified program strengths, areas of need in the Head Start Program and within the community, and prioritized goals. This came as a result of completing the Initial Program Profile. Challenging Behaviors in children at home and in school were identified as critical areas of concern in the Community Assessment and Self-Assessment. As a result, the need to work closely with staff and families in the areas of Challenging Behaviors and understanding mental health issues affecting children and adults were identified and addressed in the Program Improvement Plan. The Training Plan also addressed the need to assist staff in working more effectively with parents and other agencies in order to ensure growth in this areas. Last year's T/TA Plan was also reviewed to address any unmet or ongoing training needs, and to identify any

trainings that needed to be incorporated into the current Plan. Upon doing this, it was noted that continuous parent training is needed in order to adequately address the behavior mental health concerns within the Head Start Program. Childhood obesity was also identified as another area identified in the 2016-2017 Plan that staff and parents needed to continue working on. Teaching teams will continue to improve CLASS scores as they relate to School Readiness. These are just some of the ongoing needs that were identified during the Self-Assessment process. Although these issues were addressed in the 2016-17 Training Plan, a continuation of training and education in these areas are still needed. Therefore, these training needs were subsequently included in the 2017-18 Program Improvement Plan and Training Plan.

The Head Start Early Learning Outcomes Framework and the state's Early Learning Standards were also reviewed to identify educational goals and training needs. This assisted in promoting a seamless high quality system to assure that children in the Head Start program are both successful in school and prepared for kindergarten.

Based on the documentation used to determine the training needs of the program, the Management Team and the Head Start/Pre-K Director prioritized goals. These identified goals, outcomes, and strategies will impact such systems as communication, record-keeping, monitoring, program governance, ERSEA, finance, etc., and will thereby enhance overall services to children and families. The total estimated cost for the Training Plan is \$26,542.

Shared Governance

The Program Improvement Plan was provided to all Policy Council members for review at the June 15, 2017 meeting. At this meeting, the Council members were informed of the steps leading to the development of the Program Improvement Plan. They were informed that the Plan was developed using the Self- Assessment, Community Assessment, School Readiness Plan, PIR, and the Auditor General's Report. After reviewing the Plan, it was approved and noted that any training needs would be addressed in the Training Plan, which would also include all required Head Start and State Trainings. The Program Improvement Plan was also provided to Board members for their review and input into developing the Training Plan.

The final Refunding Application, including the Training Plan was approved by the Policy Council on July 25, 2017. The Board's approval was given on August 22, 2017.

Participants

<u><i>Title</i></u>	<u><i>Name</i></u>
<i>Executive Director (if applicable)</i>	
<i>Head Start Director</i>	<i>N/A</i>
<i>Fiscal Manager</i>	<i>Carolyn Harden</i>
<i>Education Manager/Coordinator</i>	<i>Thomas Kauffman</i>
<i>Health Manager/Coordinator</i>	<i>Cynthia Riley</i>
<i>Disabilities Manager/Coordinator</i>	<i>NiAra Randolph</i>
<i>Family & Community Partnerships</i>	<i>Cynthia Riley</i>
<i>Policy Council Chairperson</i>	<i>Mary Williams</i>
<i>Head Start Parent</i>	<i>Alexander Powell</i>
<i>Head Start Parent</i>	<i>Gwendolyn Streeter</i>
<i>Head Start Community Rep.</i>	<i>Deitrice Brewington</i>
	<i>Luciana Brown</i>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Improve Overall Child Health/Mental Health

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Parents and staff will gain a better awareness of the factors impacting the overall child health/mental health and well-being, as well as gain awareness of ways to impact positive outcomes.	<p>Child/Children's health information up-to-date Parent implementation of healthier eating habits. Appropriate child behaviors in the home and at school. Knowledge of resources/information available to address mental health issues in children and adults.</p>	<p>Child Plus Data Reports (Health/Mental Health) Child Health Records(Growth Charts/Mental Health Records) Home Visit Reports Workshop Agendas/Sign-In Sheets PIR Reports Classroom Observation Reports</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i> Training Strategies:</p> <p>a. Train parents on making healthy food choices for their families (newsletters, handouts, trainings, etc.)</p> <p>b. Train parents and staff on appropriate ways to manage challenging behaviors at school and in the home.</p> <p>c. Train parents on various mental health issues affecting both children and adults.</p> <p>d. Train staff on the importance of physical activity in early education (individual and small group experiences)</p> <p>e. Train staff on how to promote healthy eating at school and home.</p>	<p>a. Health Coord./ Consultant</p> <p>b. Health Coord./ Consultant</p> <p>c. Health Coord/ Consultant</p> <p>d. Health Coord/Ed. Coord.</p> <p>e. Health Coord/Ed. Coord.</p>	<p>a. Parents</p> <p>b. Parents/Staff</p> <p>c. Parents</p> <p>d. Staff</p> <p>e. Staff</p>	<p>a. Health Coord.</p> <p>b. Health Coord.</p> <p>c. Health Coord./</p> <p>d. Health Coord/ Ed. Coord.</p> <p>e. Health Coord</p>	<p>a. Dec.'17- June'18& Aug'18- Nov'18</p> <p>b. . Dec.'17- June'18& Aug'18- Nov'18</p> <p>c. Dec'17</p> <p>d. Dec.'17- June'18& Aug'18- Nov'18</p> <p>e. Aug'18</p>	<p>a.\$300</p> <p>b. \$1,700</p> <p>c.\$500</p> <p>d.\$150</p> <p>e.\$800</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Ensure Student Success in the Classroom and in the Community

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
Teachers will be equipped with the skills/techniques needed to ensure student success in the classroom. Implementation of The Practice – Based Coaching Model.	Attainment of School Readiness goals. Appropriate classroom behavioral/educational techniques. Appropriate implementation of Curriculum. Accurate administration of assessment tools. Classroom safety measures. CLASS Scores	Classroom Observation Reports Monitoring Reports Assessment Data Staff meeting agendas/minutes Training agendas Teacher Reports Individualized training reports Professional Learning Opportunities

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p>a. Train ALL teachers on Developmental Learning Measures (DLM) Curriculum, the LAP-3 assessment, and the CLASS Observation Tool.</p> <p>b. Train parents and staff on goals outlined in the School Readiness Plan (Parent Orientation and Pre-service Training)</p> <p>c. Provide individualized teacher training based on results of CLASS observations, and data from LAP-3 and VPK Assessment and ISA's.</p> <p>d. Train parents and staff on importance of social skills education</p> <p>e. Train staff on the use of appropriate teaching strategies for children with special needs and also on different learning styles in children</p>	<p>a. Ed. Coord./ Resource Teachers/Coach Consultant</p> <p>b. Ed. Coord/</p> <p>c. Ed. Coord/ Res.Teachers Coach</p> <p>d.Fsvc. Coord. Ed. Coord./ Consultant</p> <p>e. Ed. Coord/ Res.Teachers/ Consultant</p>	<p>a. Teaching Teams</p> <p>b. Parents/Teaching Teams</p> <p>c. Teaching Teams</p> <p>d. Parents/Staff</p> <p>e. Staff</p>	<p>a. Ed. Coord.</p> <p>b. Ed. Coord./ FSvcs Coord</p> <p>c. Ed. Coord. Res. Teachers</p> <p>d. Ed. Coord. Fsvc. Coord</p> <p>e. Ed. Coord.</p>	<p>a. Dec.'17- May'18& Aug'18- Nov'18</p> <p>b. Aug' 18</p> <p>c . Dec.'16- June'18& Aug'18- Nov'18</p> <p>d. July'18- Aug'18</p> <p>e. Dec.'17- June'18& Aug'18- Nov'18</p>	<p>a.\$2,500</p> <p>b. -0-</p> <p>c. \$1,800</p> <p>d. -0-</p> <p>e.\$1,550</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Implementation of a Research-Based Parent Curriculum

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Family Services Staff will have the techniques necessary to assist parents in attaining their goals, and improving the lives of themselves and their children.</p> <p>Increased parental involvement in their child’s daily life experiences (home and school)</p> <p>Children being successful in school and in the community</p>	<p>Parent attainment of FPA Goals</p> <p>Accurate Recordkeeping</p> <p>Different levels of parent participation</p> <p>Positive Parent Outcomes</p> <p>Attainment of Family Engagement Plan Goals</p>	<p>Child Plus Reports</p> <p>Home visit Records</p> <p>Family Services Monitoring Reports</p> <p>Workshop agendas/sign-in sheets</p> <p>Parent Involvement Reports</p> <p>Classroom Volunteer Reports</p> <p>PIR Reports</p> <p>Family Services meetings/agendas</p> <p>Parent Surveys</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<p><i>List each strategy, event, or activity</i></p> <p>a. Train Family Service Staff and Teaching Teams on how to engage parent participation in daily activities in the classroom and at home.</p> <p>b. Train Family Service Staff on Positive interactions with families, goal setting, and accurate documentation.</p> <p>c. Train Staff on implementation of Research-Based Parent Curriculum “Conscious Discipline”</p>	<p>a. Family Svcs Coord./ Ed. Consultant</p> <p>b. Family Svcs Coord./ Consultant</p> <p>c. Family Svcs Corrd./Consultant</p>	<p>a. Teachers</p> <p>b. Family Svcs. Staff</p> <p>c. Family Svcs. Staff</p>	<p>a. Family Svc Coord. Ed. Corrd</p> <p>b. Family Svc Coord.</p> <p>c. Family Svcs Coord.</p>	<p>a. Dec.’17- May’18& Sept’18- Nov’18</p> <p>b Dec.’17- May’18& Aug’18- Nov’18</p> <p>c. Sept’18</p>	<p>a. \$1,000</p> <p>b. \$3,700</p> <p>c. \$900</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Part 1: Identified T/TA Goals

T/TA Goal: (From IPP and AI process): Governing Board, Policy Council, and Staff maintain compliance with Required State and Federal Regulations

Expected Outcomes (Short-Term &/or Long-Term)	Indicators	Documentation/Frequency of Measurement
<p>Governing Board, Policy Council, and Head Start Staff will have a greater understanding of Revised Policies and Procedures.</p> <p>Staff proficient in using Data Tracking System.</p> <p>Using Data to support Program Goals (School Readiness and Family Outcomes).</p>	<p>Increased awareness of data as it relates to School Readiness Goals.</p> <p>Increased collaboration between Head Start, Governing Board, and Policy Council.</p> <p>Revised Policies and Procedures</p> <p>Accurate Fiscal Reports.</p> <p>Head Start Program compliance with mandates and standards.</p>	<p>School Board Minutes/Agendas</p> <p>Training Agendas/Sign-in Sheets</p> <p>Fiscal Reports</p> <p>Head Start Monitoring Reports</p> <p>Policy Council Minutes</p> <p>Head Start Director Reports</p> <p>Approved Policies and Procedures</p>

T/TA Strategies Events/Activities (include size & scope)	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Estimated Cost
<i>List each strategy, event, or activity</i>					
a. Train Governing Board, Policy Council, and Head Start staff on New Performance Standards	a. Consultant	a. G. Board /Policy Council/ H.S. Staff	a. H.S. Director	a. Dec.'17- July'18	a. \$600
b. Train Governing Board, Policy Council, and Head Start staff on how to understand difference between CLASS and School Readiness	b. Consultant	b. G. Board /Policy Council/ H.S. Staff	b. H.S. Director	b. Dec.'17- July'18	b. \$600
c. Governing Board, Director, and Fiscal Staff will be trained on new Fiscal Tracking System Skyward)	c. Consultant	c.G.Board/Director/ Fiscal Staff	c.H.S. Director	c. Dec.'17- Nov'18	c.-0-
d. Train Governing Board, Policy Council, and Staff on how to Analyze Data to Support Program Goals.	d. Consultant	d. G. Board /Policy Council/ H.S. Staff	d.H.S. Director	d. Dec.'17- June'18	d.-0-

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Part 2: Required HS Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
Head Start Act Section 640(a)(3)(B)(ii) 1302.31(2)(ii)(4) Developing skills in working with children with non-English language background and children with disabilities, as appropriate	ESOL Coordinator/ Education Coordinator Teachers	Teachers Paraprofessionals	Teaching staff will provide appropriate experiences for children with non-English language backgrounds and children with disabilities	Education Coordinator	Dec'17- Nov.'18	\$3,200
1302.92(b)(2) Identification and reporting of child abuse and neglect including methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers	Consultant/ Family Services Coordinator	All Staff	Cases of child abuse and/or neglect will be identified and reported	Family Services Coordinator	Aug '18	-0-
1302.70(d) Transition training for Early Head Start or Head Start staff and school or other child development staff	Education Coordinator, Consultant	Director, Management Staff, Teaching Teams	Children and families will successfully transition into and out of the Head Start program	Transition Coordinator	April '18	\$200
1302.92(a) Orientation for new staff, consultants and volunteers	Director, Education Coordinator, Resource Teachers, Consultant	New Staff	All new staff, consultants, and volunteers will receive an orientation which includes the goals and underlying philosophy of Early Head Start and/or Head Start and the ways in which they are implemented by the program.	Director	Dec'17- Nov.'18	-0-
1302.47(4) Safety Training for Staff	Consultant	All Staff and Volunteers	All Staff and Volunteers will promote safety throughout the program year	Health Coordinator	Dec '17- Nov '18	\$1,200

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

<p>1302.92(b)(1) Pre and in-service training opportunities designed to improve the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director, Management Staff, Resource Teachers/ Consultant</p>	<p>All Staff</p>	<p>Program staff and volunteers will acquire or increase the knowledge and skills they need to fulfill their job responsibilities. This training will be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies</p>	<p>Director</p>	<p>Aug. '17</p>	<p>\$1,500</p>
<p>1302.92(a) Training about the underlying goals of Head Start and the program options being implemented</p>	<p>Director, Management Staff, Resource Teachers</p>	<p>All Staff Parents</p>	<p>Staff and volunteers will increase knowledge about the underlying goals of Head Start and the program options being implemented</p>	<p>Director</p>	<p>Aug. '17</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(1) Operate the vehicle in a safe and efficient manner</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors, Program Assistants</p>	<p>Transportation services provided to children will be completed safely and efficiently, without incidents of injury to persons or damage to property</p>	<p>Transportation Director</p>	<p>Aug. '17</p>	<p>\$250</p>
<p>45 CFR 1310.17 (b)(2) Safely run a fixed route and perform specialized driving maneuvers</p>	<p>Transportation Director</p>	<p>Bus Drivers</p>	<p>Drivers will complete assigned routes and driving maneuvers safely, without incidents of injury to persons or damage to property.</p>	<p>Transportation Director</p>	<p>Aug. '17</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(3) Administer basic first aid</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors, Program Assistants</p>	<p>Staff and volunteers will obtain knowledge and skill in administering first aid to injured students and staff.</p>	<p>Transportation Director</p>	<p>Aug. '17</p>	<p>-0-</p>
<p>45 CFR 1310.17(b)(4) Handle emergency situations</p>	<p>Transportation Director</p>	<p>Bus Drivers, Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in following appropriate procedures to handle emergency situations.</p>	<p>Transportation Director</p>	<p>Aug. '17</p>	<p>-0-</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

<p>1303.72(2)(i) Operate special equipment</p>	<p>Transportation Director</p>	<p>Bus Drivers/ Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in operating special equipment.</p>	<p>Transportation Director</p>	<p>Aug. '18</p>	<p>-0-</p>
<p>1303.72(2)(i) Conduct maintenance and safety checks and maintain accurate records.</p>	<p>Transportation Director</p>	<p>Bus Drivers/ Monitors</p>	<p>Staff and volunteers will obtain knowledge and skill in conducting maintenance and safety checks to ensure a safe environment.</p>	<p>Transportation Director</p>	<p>Aug. '18</p>	<p>-0-</p>
<p>1303.72(d)(1) Meet applicable driver training requirements of the state in which they operate</p>	<p>Transportation Director</p>	<p>Bus Drivers</p>	<p>Drivers will obtain knowledge and skills related to requirements for state licensure in which they operate.</p>	<p>Transportation Director</p>	<p>Aug. '18</p>	<p>-0-</p>
<p>1302.34 (Parent) How to be the primary teacher for their children and full partners in the education of their children</p>	<p>Teacher/ Resource Teacher/ Family Svc. Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge and skills in guiding their child's education.</p>	<p>Family Svc. Coordinator</p>	<p>April '18</p>	<p>-0-</p>
<p>1302.12(m) Determining, verifying and documenting eligibility</p>	<p>Family Services Coord.</p>	<p>All Staff</p>	<p>Staff will obtain knowledge on how to collect complete and accurate information.</p>	<p>Family Svc. Coordinator</p>	<p>Aug. '17</p>	<p>-0-</p>
<p>1302.71 Preparation for parents to exercise their rights and responsibilities concerning the education of their children in the school setting</p>	<p>Teacher/ Family Svc.Coord. /Consultant</p>	<p>Parents</p>	<p>Parents will obtain knowledge of their rights and responsibilities concerning the education of their children in the school setting. Parents will develop skills in exercising their rights as parents in the school setting.</p>	<p>Family Svc. Coordinator/Transition Coordinator</p>	<p>April '18</p>	<p>\$300</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

<p>1302.46(b)(v) If the agency provides transportation, training that includes vehicle and pedestrian safety</p>	<p>Community Organizations</p>	<p>Parents</p>	<p>Parents and children will demonstrate knowledge and skill in vehicular safety methods and pedestrian safety methods.</p>	<p>Family Svc. Coordinator</p>	<p>Aug. '17</p>	<p>-0-</p>
<p>1302.46(b)(ii) Family assistance with nutrition</p>	<p>Teachers/ Family Svcs /Nutrition Coordinator</p>	<p>Parents</p>	<p>Families will receive information on resources to assist with nutrition needs. Families will receive instruction on proper nutrition and meal planning.</p>	<p>Family Svc Coord./ Nutrition Coordinator</p>	<p>Aug. '17</p>	<p>-0-</p>
<p>1302.34 Opportunities to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children</p>	<p>Teachers, Family Svcs./ Education Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge in proper methods of parenting; develop an understanding of their child's educational and developmental needs; and develop skill in selecting appropriate educational and developmental activities for their children.</p>	<p>Education Coordinator</p>	<p>Aug.'17</p>	<p>-0-</p>
<p>1302.45(b)(4)(5) Parent and staff education of mental health issues</p>	<p>Consultant/ Mental Health Coordinator</p>	<p>Parents</p>	<p>Parents will obtain knowledge of mental health issues in children, including characteristics/signs to watch for.</p>	<p>Mental Health Coordinator</p>	<p>Dec. '16</p>	<p>\$700</p>

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

Part 3: Required State Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Expected Outcomes	Responsible Manager	Timeline	Estimated Cost
<i>List of Required trainings from state regulations</i>	Tallahassee Community College/ Children's Forum	Paraprofessional	Paraprofessionals will gain knowledge and skills in the area of child development and children behaviors.	Education Coordinator	Dec '17 Nov '18	\$952
	Transportation Director	Family Services Staff/Monitors	Safe and dependable transportation for Head Start children, staff and parents.	Director	July '18	\$340
	Health Department	All Staff	To minimize the risk of transmission of HIV, Hepatitis B, and other blood borne pathogens to staff, volunteers, and children.	Health Coordinator	Aug. '18	-0-
	Health Department	All Staff	To ensure medication is administered properly to children in their care	Health coordinator	Aug '18	-0-
	School Safety Coordinator	All Staff	To ensure the safety of children and staff.	Health Coordinator	Aug '18	\$1,800

Region IV Head Start T/TA Plan
Grantee: Gadsden County Head Start Program
YEAR: 2017-18

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Family Services
Self-Assessment Report

Program Area: ERSEA, Family and Community Partnerships

Team Leader: Mary Williams

Team Members: Family Services Staff, Policy Council Member – Gwen Streeter

Date of Report: May 15, 2017

Center / Sites: Chattahoochee, Gretna, George W. Munroe, Stewart Street, St. John,
Midway, Havana Magnet, Quincy Area 3s

Strengths:

- Positive relationships with community partners
- Funded enrollment maintained throughout school year
- Family Services staff maintain a good rapport with parents
- Head Start has a strong presence in the community
- Strong partnership with Early Head Start and ESE Program
- Documentation of family income is maintained on each enrolled child along with signed income statement
- Strong Policy Council/Parent Committee Groups
- Mental Health Consultant available to assist teaching staff and parents
- Background checks completed on all parents/guardians volunteering with the program
- Caseload of Family Service workers

Areas Needing Improvement:

- More parent involvement at the school/classroom/home level
- Training for Family Services staff and new staff on goal setting and documentation
- Family Service staff along with Teaching Team making contact with parents daily on absenteeism
- Attendance of Head Start children

Areas Needing Immediate Improvement:

- Making contact with parents within one hour of child being absent as well as entering reason on the attendance daily and maintaining a call log
- Implement research based Parent curriculum

Recommendations/Comments:

- Have positive service contact with families
- Encourage regular parental involvement in classrooms
- Staff (Teaching Team, Family Service staff, and Coordinator) follow up on attendance issues in a timely manner

Signature of Person Completing Report: _____



Children Services
Self-Assessment Report

Program Area: Education, Early Childhood Development, and Disabilities

Team Leader: Cynthia Hayes-Riley

Team Members: Resource Teachers, Policy Council Member – Cassandra Henry

Date of Report: May 15, 2017

Center / Sites: Chattahoochee, Gretna, George W. Munroe, Stewart Street, St. John,
Midway, Havana Magnet, Quincy Area 3s

Strengths:

- Classroom materials and equipment to support curriculum
- Curriculum supports differentiated instruction with ideas for enrichment, additional support, children with special needs and DLLS
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- One Resource Teacher is a certified CLASS trainer
- Early Learning Coalition conducts CLASS Observations at least twice per year
- Training availability and accessibility opportunities
- Child Assessment Instrument (LAP-3) with Red-e-Learner database and Florida VPK Assessment with Bright Beginnings database
- Services for children with disabilities provided through school district
- Cooperation between different component areas
- Certified Teaching staff
- ABC Mouse Curriculum (school and home usage)
- Relationship with previous Education Coordinator

Areas Needing Improvement:

- Parent and staff awareness of the goals included in the Program's School Readiness Plan
- Parent involvement
- Knowledge of parents and staff as to the importance of social skills training
- Effective teacher interaction and use of appropriate instructional strategies to meet the needs of all children
- Training and support for teachers new to Head Start/Pre-K
- Knowledge by District staff as to the importance of CLASS in Head Start Classrooms
- Train staff on the process of making referrals for students with disabilities
- Support from Resource Teachers to Teaching Teams
- Monitoring of classrooms and areas of improvement corrected in a timely manner

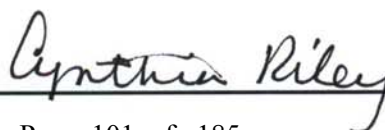
Areas Needing Immediate Improvement:

- N/A

Recommendations/Comments:

- Have positive service contact with families
- Encourage regular parental involvement in classrooms
- Staff (Teaching Team, Family Service staff, and Coordinator) follow up on attendance issues in a timely manner

Signature of Person Completing Report: _____



Program Design and Management Services
Self-Assessment Report

Program Area: Financial Management, Planning and Operations, Governance, Human Resources

Team Leader: Carolyn Harden

Team Members: LaClarence Mays, Isaac Simmons, Policy Council Members - Michele Hogue and Alexander Powell

Date of Report: May 8, 2017

Center / Sites: Office / Classrooms

Strengths:

- Superintendent's priority of Early Education and care for all children
- School Board Grantee and Board Members meet qualifications established in the Head Start Act
- Director, along with program staff, receive monthly budget status reports
- Director works closely with Fiscal Assistant and Assistant Superintendent of Business and Finance to monitor Head Start budget (quarterly budget meetings)
- No audit findings from Office of Head Start ERSEA and Fiscal Monitoring event
- Results from CLASS monitoring event; thresholds were met in all domains
- No audit findings from Environmental Health and Safety Monitoring Event
- No audit findings from annual audit conducted by Auditor General's office
- Computerized record-keeping system
- Staff Qualifications
- Team approach used to ensure Program Standards are followed
- Accurate and timely financial reports to Regional Office
- Bilingual staff members
- Community Assessment, Self-Assessment, School Readiness Plan, and Family Engagement Plan are used for program planning
- Monthly Management Team Meetings
- Monthly Staff Meetings
- Monthly District Leadership Team Meetings
- Revised Policies and Procedures

Areas Needing Improvement:


- Roles and responsibilities of staff in key management positions
- Analyzing and using data to support program goals to include School Readiness and Family Outcomes
- Thorough utilization of data system (ChildPlus)
- Active involvement of Governing Board in program operation

Areas Needing Immediate Improvement:

- N/A

Recommendations/Comments:

- Individualized training for staff in key Management positions
- Analyzing and utilizing data to support program goals, classrooms (school readiness), and families (family outcomes)
- Management staff becoming proficient in using Data System
- Training for Governing Body, Policy Council, and staff on revised policies and procedures

Signature of Person Completing Report: 

Health Services
Self-Assessment Report

Program Area: Child Health, Safety, Nutrition and Mental Health Services

Team Leader: NiAra Randolph

Date of Report: May 10, 2017

Center / Sites: Chattahoochee, Gretna, George W. Munroe, Stewart Street, St. John,
Midway, Havana Magnet, Quincy Area 3s

Strengths:

- Mental Health Provider is very accessible to parents/staff and provides services in a timely manner.
- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- Playground area and equipment well maintained through contracted provider, new playground for Havana is complete and being used
- School Nursing staff available at all school sites
- ChildPlus Software is used for effective tracking and monitoring of health information and needs
- Local Health Department has partnered with Head Start Program to combat obesity epidemic in the community
- New partnership with Dental Workz of Quincy to provide dental services for children and families in need of services
- Active partnership with Smiles Unlimited Mobile Dental Unit that provides cleanings and fluoride services for all enrolled children with parental consent
- Head Start and Early Head Start Health Coordinators work closely together
- Strong Community Partnerships and collaboration (i.e. WIC, School Health Personnel, Health Department)
- Strong, active Health Advisory Committee
- Formal Mental Health Referral form has been developed and approved with Mental Health Provider and will be available to be utilized by staff/teachers to provide a smooth referral process after approval from Policy Council and Board

Areas Needing Improvement:

- Parents' understanding of mental health issues affecting children and adults
- Parents' awareness of and implementation of strategies to combat childhood obesity
- Parents' and teachers' ability to effectively manage challenging behaviors
- Obtaining updated information from parents in a timely manner to maintain up-to-date status of all enrolled children

Areas Needing Immediate Improvement:

- N/A

Recommendations/Comments:

- Educate parents on various mental health issues affecting children and adults
- Continue working with parents on healthy food choices for themselves and their family
- Educate parents on effective ways to manage challenging behaviors in the home
- Ensure health information is obtained and up-to-date for all enrolled children

Signature of Person Completing Report: _____



Gadsden County School Board

2017-18

**Head Start/Pre-K
Program Improvement Plan**

Head Start/Pre-K Program Improvement Plan 2017-18

Children Services (Child Health, Safety, Nutrition & Mental Health Services)

Strengths:

- Mental Health Provider is very accessible to parents/staff and provides services in a timely manner.
- Fresh Fruit and Vegetable Snack Program implemented at all Head Start sites
- Playground area and equipment well maintained through contracted provider, new playground for Havana is complete and being used
- School Nursing staff available at all school sites
- ChildPlus Software is used for effective tracking and monitoring of health information and needs
- Local Health Department has partnered with Head Start Program to combat obesity epidemic in the community
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- Active partnership with Smiles Unlimited Mobile Dental Unit that provides cleanings and fluoride services for all enrolled children with parental consent
- Head Start and Early Head Start Health Coordinators work closely together
- Strong Community Partnerships and collaboration (i.e. WIC, School Health Personnel, Health Department)
- Strong, active Health Advisory Committee
- Formal Mental Health Referral form has been developed and approved with Mental Health Provider and will be available to be utilized by staff/teachers to provide a smooth referral process after approval from Policy Council and Board

Areas Needing Improvement:

- Parents' understanding of mental health issues affecting children and adults
- Parents' awareness of and implementation of strategies to combat childhood obesity
- Parents' and teachers' ability to effectively manage challenging behaviors
- Obtaining updated information from parents in a timely manner to maintain up-to-date status of all enrolled children

Areas Needing Immediate Improvement:

- N/A

Corrective Actions:

- Educate parents on various mental health issues affecting children and adults.

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018

- Ensure health information is obtained and up-to-date for all enrolled children.

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Continue working with parents on healthy food choices for themselves and their family.

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Educate parents on effective ways to manage challenging behaviors in the home.

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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Persons Responsible:

- Health Coordinator
- Head Start Director

Children Services (Education and Disability Services)

Strengths:

- Classroom materials and equipment to support curriculum
- Curriculum supports differentiated instruction with ideas for enrichment, additional support, children with special needs and DLLS
- Resource Teachers are CLASS certified and in classrooms on a weekly basis
- One Resource Teacher is a certified CLASS trainer
- Early Learning Coalition conducts CLASS Observations at least twice per year
- Training availability and accessibility opportunities
- Child Assessment Instrument (LAP-3) with Red-e-Learner database and Florida VPK Assessment with Bright Beginnings database
- Services for children with disabilities provided through school district
- Cooperation between different component areas
- Certified Teaching staff
- ABC Mouse Curriculum (school and home usage)
- Relationship with previous Education Coordinator

Areas Needing Improvement:

- Parent and staff awareness of the goals included in the Program's School Readiness Plan
- Parent involvement
- Knowledge of parents and staff as to the importance of social skills training
- Effective teacher interaction and use of appropriate instructional strategies to meet the needs of all children
- Training and support for teachers new to Head Start/Pre-K
- Knowledge by District staff as to the importance of CLASS in Head Start Classrooms
- Train staff on the process of making referrals for students with disabilities
- Support from Resource Teachers to Teaching Teams
- Monitoring of classrooms and areas of improvement corrected in a timely manner

Areas Needing Immediate Improvement:

- N/A

Corrective Actions:

- Distribute and explain School Readiness Plan at Parent Orientation and Pre-Service Training (English and Spanish)

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018

- Use Parent Link to inform parents of events/trainings

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Train parents and staff on the importance of social skills education

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Provide individualized teacher training based on the results of CLASS observations, and data from LAP and VPK assessments

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Train staff on the use of appropriate teaching strategies for children with special needs

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Train teachers on the DLM Curriculum and the LAP-3 assessment

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Train staff on the importance of physical activity in early education

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Distribute CLASS scores by schools (for comparison) to District Administrators and Principals

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Provide training to staff on process for making referrals for students with disabilities

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Provide support from Resource Teachers to Teaching Teams

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Monitor classrooms and address areas of improvement

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Implement Practice Based Coaching Plan according to Head Start Performance Standards

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Provide new staff orientation

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018

Persons Responsible:

- Education Coordinator
- Resource Teachers
- Head Start Director
- Family Services Coordinator
- Health Coordinator

Family and Community Engagement (ERSEA, Family Engagement, and Community Engagement)

Strengths:

- Positive relationships with community partners
- Funded enrollment maintained throughout school year
- Family Services staff maintain a good rapport with parents
- Head Start has a strong presence in the community
- Strong partnership with Early Head Start and ESE Program
- Documentation of family income is maintained on each enrolled child along with signed income statement
- Strong Policy Council/Parent Committee Groups
- Mental Health Consultant available to assist teaching staff and parents
- Background checks completed on all parents/guardians volunteering with the program
- Caseload of Family Service workers

Areas Needing Improvement:

- More parent involvement at the school/classroom/home level
- Training for Family Services staff and new staff on goal setting and documentation
- Family Service staff along with Teaching Team making contact with parents daily on absenteeism
- Attendance of Head Start children

Areas Needing Immediate Improvement:

- Making contact with parents within one hour of child being absent as well as entering reason on the attendance daily and maintaining a call log
- Implement research based Parent curriculum

Corrective Actions:

- Invite parents to participate in daily classroom activities.

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Attend Head Start sponsored trainings/conferences where goal setting/recordkeeping is offered.

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Maintain positive service contact with families

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Provide follow-up on attendance issues in a timely manner

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Train appropriate staff on Parent Curriculum

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018

Persons Responsible:

- Family Services Coordinator
- Family Services Staff
- Head Start Director

Program Design & Management (Financial Management, Planning and Operations, Governance, Human Resources)

Strengths:

- Superintendent's priority of Early Education and care for all children
- School Board Grantee and Board Members meet qualifications established in the Head Start Act
- Director, along with program staff, receive monthly budget status reports
- Director works closely with Fiscal Assistant and Assistant Superintendent of Business and Finance to monitor Head Start budget (quarterly budget meetings)
- No audit findings from Office of Head Start ERSEA and Fiscal Monitoring event
- Results from CLASS monitoring event; thresholds were met in all domains
- No audit findings from Environmental Health and Safety Monitoring Event
- No audit findings from annual audit conducted by Auditor General's office
- Computerized record-keeping system
- Staff Qualifications
- Team approach used to ensure Program Standards are followed
- Accurate and timely financial reports to Regional Office
- Bilingual staff members
- Community Assessment, Self-Assessment, School Readiness Plan, and Family Engagement Plan are used for program planning
- Monthly Management Team Meetings
- Monthly Staff Meetings
- Monthly District Leadership Team Meetings
- Revised Policies and Procedures

Areas Needing Improvement:

- Roles and responsibilities of staff in key management positions
- Analyzing and using data to support program goals to include School Readiness and Family Outcomes
- Thorough utilization of data system (ChildPlus)
- Active involvement of Governing Board in program operation

Areas Needing Immediate Improvement:

- N/A

Corrective Actions:

- Individualized training for staff in key management positions

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Governing Board, Policy Council, and Staff will be trained on analyzing and using data to support program goals to include School Readiness and Family Outcomes

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Analyzing and using data to support program goals, classrooms (School Readiness), and families (Family Outcomes)

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Management staff becoming proficient in using ChildPlus data system

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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- Training for Governing Body, Policy Council, and Staff on revised policies and procedures

Time Line:

Dec. 2017	Jan. 2018	Feb. 2018	Mar. 2018	Apr. 2018	May 2018	June 2018	July 2018	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018
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Persons Responsible:

- Program Director

Head Start Center Information for 2017-2018

Name of Centers	Current License	Accreditation	Condition	Meets ADA Regulations
Chattahoochee Elementary	N/A	SACS Accredited	Good	Yes
Greensboro Elementary	N/A	SACS Accredited	Good	Yes
George W. Munroe Elementary	N/A	SACS Accredited	Good	Yes
Stewart Street Elementary	N/A	SACS Accredited	Good	Yes
Havana Magnet	N/A	SACS Accredited	Good	Yes
Midway Head Start Center	N/A	SACS Accredited	Good	Yes
Quincy Area 3's Center	N/A	SACS Accredited	Good	Yes

Hours of Operation:

School Sites: 8:40 a.m. – 3:40 p.m.

Midway Head Start Center: 8:00 a.m. – 3:00 p.m.

Quincy Area 3's Center: 7:00 a.m. – 5:00 p.m.

To be completed by Head Start/Pre-K Office Staff

HEAD START/PREKINDERGARTEN PLACEMENT CRITERIA

CHILD'S NAME: _____

Head Start (Income Eligible)	(20)	_____
Title I/VPK eligible (4 yr. old by Sept. 1st)	(10)	_____
Working Parent	(5)	_____
Single Parent	(1)	_____
Teenage Parent (at time of 1 st child's Birth)	(1)	_____
Medicaid (must be documented)	(1)	_____
Over 5 Children in Immediate Family	(2)	_____
3 Children Under Age 4	(2)	_____
Parent/Guardian Didn't Finish High School	(1)	_____
Age of Child: Turns 5 Between 9/2 – 12/31	(5)	_____
Turns 5 Between 1/1 – 4/15	(2)	_____
Turns 4 Between 9/2 – 12/31	(5)	_____
Turns 4 Between 1/1 – 4/15	(2)	_____
Agency Referral (referral form required)	(3)	_____
Child Has No Parent/Legal Guardian	(2)	_____
LEP Student (Limited English Proficiency)	(1)	_____

TANF _____ Foster Child _____ Parent/Guardian Receives SSI _____

Active Military Family _____ Protective Services Child _____

Transitioning From Early Head Start (EHS) _____

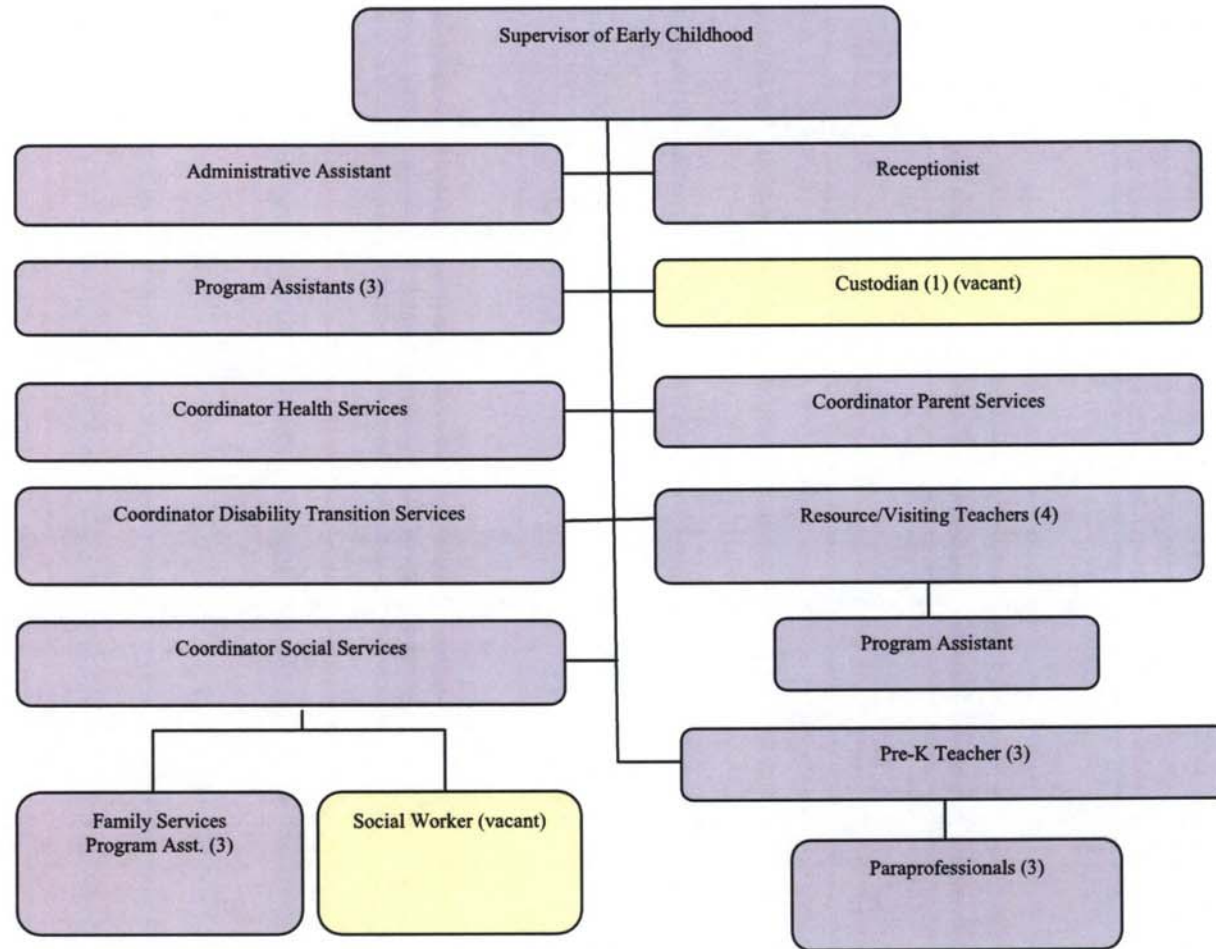
TOTAL POINTS EARNED: _____

Qualifies for Title I/VPK (4 yr. old) _____ **HS** _____ **Over Income** _____
(Test Score 115 or below)

Date: _____

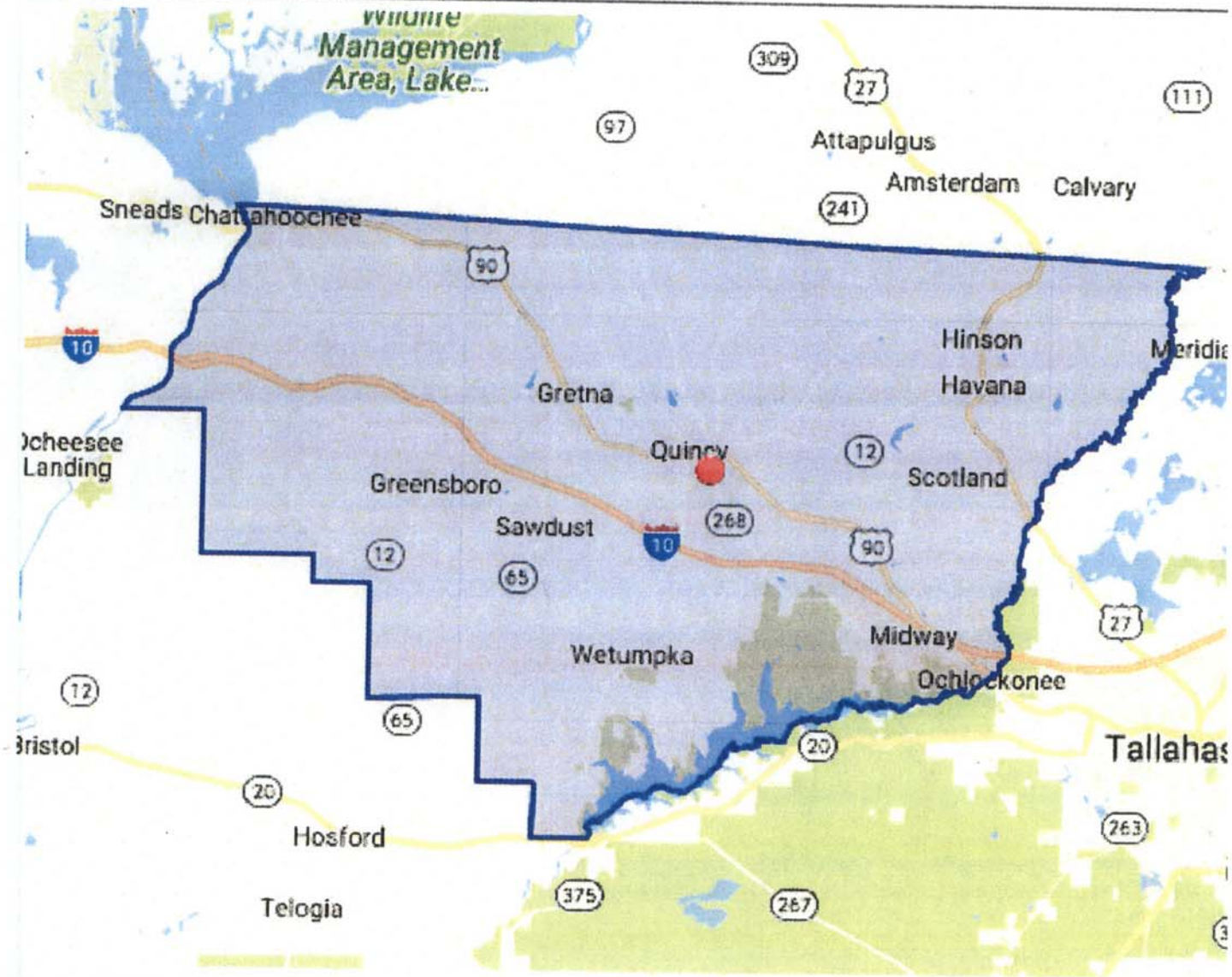
Staff Initials: _____

Pre-Kindergarten Services



Head Start Program - School Boundaries Map (School Att

Search FL address: **P** Primary **M** Middle



<http://florida.hometownlocator.com/schools/profiles,n,head%20start%20program>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

Date of School Board Meeting: August 22, 2017

TITLE OF AGENDA ITEM: Havana Magnet School/Pressure Washing Services

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

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

PURPOSE AND SUMMARY OF ITEM: Requested received from Havana Magnet School Principal regarding Janitorial Services (pressure washing) needed at her location. Per Local Vendor SBGC Policy 6450, the following quote was received: Donald Murphy dba Murphy's Mobile. This was the only quote received regarding time restraints for worked performed with school calendar.

FUND SOURCE: 110

AMOUNT: \$3,500.00

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

Be sure that the COMPTROLLER has signed the budget page.



State Tax Exemption #
85-8012621915C-2
Federal Employer Identification #
59-6000615

GADSDEN COUNTY SCHOOLS
Purchase Order
Standard - Donald Murphy-
HMS

PO# 199814

08/02/2017

Vendor (VM16090000)

Show P.O. Number on all shipping containers, packing lists, correspondences, and invoices.

Order Contact: Bill Hunter

Checked box indicates order must be fully received and invoiced by 06/30/2018. Cancellations must be in writing. No backorders without buyer approval.

Ship To
HAVANA MAGNET SCHOOL
1210 KEMP RD.
HAVANA, FL 32333

MURPHY, DONALD
101 N BETLINET DRIVE
QUINCY, FL 32351

Bill To
GADSDEN COUNTY SCHOOLS
35 MARTIN L KING, JR. BLVD
QUINCY, FL 32351
850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
	See attached quote #7102 for Janitorial Services (pressure washing) needed at Havana Magnet School.	1		3,500.00	3,500.00
Total					3,500.00

Fund	Function	Object	Facility	Project	Program	Amount
110	8100	350	0091	1109990		3,500.00

Roger P. Milton

Superintendent

Comments for vendor:

Local Vendor SBGC Policy 6450.

Terms & Conditions:



Proposal

Donald Murphy dba Murphy's Mobile

101 North Bedlinet Drive
 Quincy, FL 32351
 850 294 9306

Proposal No : 7102

Date : 7/18/2017

Havana Magnet School
 1210 Kemp Road
 Havana, FL 32333

Salesperson	Job	Payment Terms	Due Date
	Janitorial Service	Due within 10 days	

Quantity	Description	Unit Price	Line Total
	Janitorial Services that include pressure washing:		
	Front of school side walk	\$1,200.00	\$1,200.00
	Rear office side walk	\$650.00	\$650.00
	Bus pick up side walk	\$1,200.00	\$1,200.00
	Courtyard side walk and retaining walls	\$1,200.00	\$1,200.00
	Total for services if done separately:	\$4,250.00	\$4,250.00
	Total for all services done at same time:	\$3,500.00	\$3,500.00
	All materials included in price rendering		
	<i>Murphy's Mobile is Licensed and Insured</i>		
		Subtotal	
		TOTAL	

All checks will be made payable to Donald Murphy
 THANK YOU FOR YOUR BUSINESS!



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

Date of School Board Meeting: August 22, 2017

TITLE OF AGENDA ITEM: **Licensure Agreement between Gadsden County School and School Dude/Utility Essentials**

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

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

PURPOSE AND SUMMARY OF ITEM: **For School Board approval to continue the licensure agreement with School Dude/Utility Essentials (program used District Wide to monitor energy consumption and costs, develop plans to reduce energy use and track conservation progress).**

FUND SOURCE: 110

AMOUNT: \$4,175.00

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.



**SCHOOL
DUDE**

11000 Regency Parkway, #110 | Cary, NC 27518
phone: 877.868.3833 | fax: 800.216.3063

Renewal 6/30/17

PREPARED BY

SchoolDude

PREPARED FOR

Gadsden County Public Schools

PUBLISHED ON

August 07, 2017



**SCHOOL
DUDE**

11000 Regency Parkway, #110 | Cary, NC 27518
phone: 877.868.3833 | fax: 800.216.3063



**SCHOOL
DUDE**

11000 Regency Parkway, #110 | Cary, NC 27518
phone: 877.868.3833 | fax: 800.216.3063

August 07, 2017

Thank you for your continued support of our market leading solutions for improving educational operations. We at SchoolDude are excited about providing you with online tools that will help you save money, increase efficiency and improve services. SchoolDude is dedicated to providing best in class solutions that are built exclusively for the unique needs of educational institutions, including the following for Gadsden County Public Schools:

Service Dates: 7/1/17 - 6/30/18

Item	Investment
UtilityEssentials	\$4,175.00
Annual Renewal:	\$4,175.00 USD



**SCHOOL
DUDE**

11000 Regency Parkway, #110 | Cary, NC 27518
phone: 877.868.3833 | fax: 800.216.3063

Terms of Service:

- Renewal Term: one year
- Automatic invoicing will occur at the end of each term.
- Technical support is available from 8am to 6pm Eastern Standard Time. Please call (877) 868-3833 for technical support.
- Applicable sales taxes are in addition to the quoted price. If Gadsden County Public Schools is tax exempt, please fax a copy of your Tax Exemption Certificate to 866-299-7821 or email it to accounting@schooldude.com (<mailto:accounting@schooldude.com>)
- Payment: Terms are net 30 days.
- Daily backup of data, backups transferred offsite daily, and 24/7 server monitoring in a dedicated data center environment.
- The terms and conditions ("Terms") of this offer are based upon Dude Solutions, Inc.'s [Online Subscription Agreement \(http://dudesolutions.com/terms\)](http://dudesolutions.com/terms). Acceptance is expressly limited to these Terms. Any additional or different terms proposed by you (including, without limitation, any terms contained in any document incorporated by reference into the Purchase Order) are objected to and rejected and will be deemed a material alteration hereof, unless expressly assented to in writing by DSI.

Dude Learn Special Conditions:

Thanks again for your continued support of our web-native solutions to integrate and more efficiently manage your operations. Please feel free to contact me with any questions at (919) 816-8237 or by email at newell@schooldude.com.

Sincerely,
Newell Lucas
Sales Order Administrator
11000 Regency Pkwy., Ste. 110
Cary, NC 27518
Telephone: (919) 816-8237
Fax Number: (866) 299-7821
Email: newell@schooldude.com



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8c

Date of School Board Meeting: August 22, 2017

TITLE OF AGENDA ITEM: Licensure Agreement between Gadsden County School and School Dude

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

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

PURPOSE AND SUMMARY OF ITEM: For School Board approval to continue the licensure agreement with School Dude (program used District Wide for Work Order/Requests).

FUND SOURCE: 110

AMOUNT: \$7,665.00

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

Be sure that the COMPTROLLER has signed the budget page.



**SCHOOL
DUDE**

11000 Regency Parkway, #110 | Cary, NC 27518
phone: 877.868.3833 | fax: 800.216.3063

Renewal 8/31/2017

PREPARED BY

SchoolDude

PREPARED FOR

Gadsden County Public Schools

PUBLISHED ON

June 14, 2017



**SCHOOL
DUDE**

11000 Regency Parkway, #110 | Cary, NC 27518
phone: 877.868.3833 | fax: 800.216.3063

June 14, 2017

Thank you for your continued support of our market leading solutions for improving educational operations. We at SchoolDude are excited about providing you with online tools that will help you save money, increase efficiency and improve services. SchoolDude is dedicated to providing best in class solutions that are built exclusively for the unique needs of educational institutions, including the following for Gadsden County Public Schools:

7/1/2017 - 6/30/2018

Item	Investment
MaintenanceEssentials Pro	\$7,665.00
Annual Renewal:	\$7,665.00 USD



**SCHOOL
DUDE**

11000 Regency Parkway, #110 | Cary, NC 27518
phone: 877.868.3833 | fax: 800.216.3063

Terms of Service:

- Renewal Term: one year
- Automatic invoicing will occur at the end of each term.
- Technical support is available from 8am to 6pm Eastern Standard Time. Please call (877) 868-3833 for technical support.
- Applicable sales taxes are in addition to the quoted price. If Gadsden County Public Schools is tax exempt, please fax a copy of your Tax Exemption Certificate to 866-299-7821 or email it to accounting@schooldude.com (<mailto:accounting@schooldude.com>)
- Payment: Terms are net 30 days.
- Daily backup of data, backups transferred offsite daily, and 24/7 server monitoring in a dedicated data center environment.
- Pricing based upon Dude Solutions, Inc.'s standard [Online Subscriber Agreement](https://www.dudesolutions.com/terms) (<https://www.dudesolutions.com/terms>)
- SchoolDude.com's Terms of Use are governed by our online conditions of use statement available at <https://www.dudesolutions.com/terms> (<https://www.dudesolutions.com/terms>)

Dude Learn Special Conditions:

- An online comparative Key Performance Indicator (KPI) and benchmarking platform to inform you how your school is doing relative to peers and best performing institutions.
- Includes premium content, prescriptive best practices and steps for continuous improvement.

Thanks again for your continued support of our web-native solutions to integrate and more efficiently manage your operations. Please feel free to contact me with any questions at (919) 459-3369 or by email at jacob.teesdale@schooldude.com.

Sincerely,
Jacob Teesdale
Senior Renewal Specialist
11000 Regency Pkwy., Ste. 110
Cary, NC 27518
Telephone: (919) 459-3369
Fax Number: (866) 299-7821
Email: jacob.teesdale@schooldude.com

SUMMARY SHEET



RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7d

Date of School Board Meeting: August 22, 2017

TITLE OF AGENDA ITEM: Ducky Johnson House Movers, Inc.

DIVISION: Department of Facilities

(Example: Secondary Education, Property Records, etc.)

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

PURPOSE AND SUMMARY OF ITEM: Notification to school board that with the utilization of Ducky Johnson House Movers, Inc. to move portable buildings throughout the District – our fiscal year total is currently at \$24,281.80. Per policy, board notification is required.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Bill Hunter

POSITION: Director of Facilities

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Be sure that the COMPTROLLER has signed the budget page.



State Tax Exemption #
85-8012621915C-2
Federal Employer Identification #
59-6000615

**GADSDEN COUNTY
SCHOOLS**

Purchase Order
Standard - Ducky Johnson
House Movers

199603

06/22/2017

Vendor (VD09800000)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Order Contact: Bill Hunter

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

Ship To

JAMES A SHANKS MIDDLE SCHOOL
1400 W KING ST
QUINCY, FL 32351

Bill To

GADSDEN COUNTY SCHOOLS
35 MARTIN L KING, JR. BLVD
QUINCY, FL 32351
850-627-9651

DUCKY JOHNSON HOUSE MOVERS
2192 JOHNSON LANE
P O BOX 107
GRAND RIDGE, FL 32442

Item #	Description	Quantity	UOM	Unit Price	Amount
	See attached quote for the relocation of (1) portable classroom buildings from Gretna El to Shanks Middle School.	1		6,308.00	6,308.00
Total					6,308.00

Fund	Function	Object	Facility	Project	Program	Amount
110	8100	390	0211	1101379		6,308.00

Superintendent

Comments for vendor:

Terms & Conditions:

E-MAILED
To D. Johnson
6-26-17
7-13-17

Ducky Johnson House Movers Inc.

5194 Hwy 90, Marianna, Florida 32446
(850)592-5571 Fax: (850)526-1591
djhousemovers@gmail.com

COST PROPOSAL

Following is a Cost Proposal from Ducky Johnson House Movers, Inc., hereinafter known as Contractor, to Gadsden county Public Schools (Angie Roberts) hereinafter known as Owner, for the relocation of (3) portable classroom buildings, one from Gretna Elementary School to Shanks Middle School, and Two classrooms from St. Johns Elementary School to Shanks Middle School, Quincy, Florida.

Contractor will relocate (3) school portables to Shanks Middle School, set up, and anchor down.

Contractor is not responsible for the following: Plumbing, electrical, air-conditioning, new decks, steps, ramps, no finish work, lot clearing, cleaning up of lot and landscaping.

Gretna Elementary

36x24 = 900 sq.ft. @ \$6.12 per sq. ft. =	<u>\$5,508.00</u>
Anchor and strap cost =	<u>\$800.00</u>
Total Cost =	<u>\$6,308.00</u>

St. Johns Elementary

35x25 = 875 sq. ft. @ \$6.12 per sq. ft. =	<u>\$5,355.00</u>
Anchor and strap cost =	<u>\$800.00</u>
Total Cost =	<u>\$6,155.00</u>

37x25 = 925 sq. ft. @ \$6.12 per sq. ft. =	<u>\$5,661.00</u>
Anchor and strap cost =	<u>\$800.00</u>
Total Cost =	<u>\$6,461.00</u>

DATED this 19th day of June 2017.

Wayne Johnson
Ducky Johnson House Movers, Inc.



State Tax Exemption #
85-8012621915C-2
Federal Employer Identification #
59-6000615

**GADSDEN COUNTY
SCHOOLS**

Purchase Order

Standard - Ducky Johnson
House Movers

PO# 199757

07/21/2017

Vendor (VD09800000)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Order Contact: Bill Hunter

Checked box indicates order must be fully received and invoiced by 06/30/2018.
Cancellations must be in writing. No backorders without buyer approval.

Ship To

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

DUCKY JOHNSON HOUSE MOVERS
2192 JOHNSON LANE
P O BOX 107
GRAND RIDGE, FL 32442

Bill To

GADSDEN COUNTY SCHOOLS
35 MARTIN L KING, JR. BLVD
QUINCY, FL 32351
850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
	SEE ATTACHED QUOTE FOR the relocation, set up and tie down of portable building from Gretna Elem. to the District Office.	1		10,012.80	10,012.80
Total					10,012.80

Fund	Function	Object	Facility	Project	Program	Amount
110	8100	390	9001	1101379		10,012.80

Superintendent

Comments for vendor:

Piggyback off LCSB Bid at better or lower price. See attached.

Terms & Conditions:



E-MAILED
TO D.J.
7-24-17

Ducky Johnson House Movers Inc.

5194 Hwy 90, Marianna, Florida 32446
(850)592-5571 Fax: (850)526-1591
djhousemovers@gmail.com

COST PROPOSAL

Following is a Cost Proposal from Ducky Johnson House Movers, Inc., hereinafter known as Contractor, to Gadsden county Public Schools (Angie Roberts) hereinafter known as Owner, for the relocation of (1) portable classroom building from Gretna Elementary School to Max D. Walker Building, 35 Martin Luther King Jr. Blvd, Quincy, Florida.

Contractor will relocate 24'x60'ft portable building to new site at 35 Martin Luther King Jr. Blvd, Quincy, Florida, set up, and anchor down.

Contractor is not responsible for the following: Plumbing, electrical, air-conditioning, new decks, steps, ramps, no finish work, lot clearing, cleaning up of lot and landscaping.

Cost of relocation, set up, and tie down at new site.	
24'x60' = 1440 sq. ft. @ \$6.12 per sq. ft. =	<u>\$8,812.80</u>
Anchor and strap cost =	<u>\$1,200.00</u>
Total Amount =	<u>\$10,012.80</u>

DATED this 5th day of July 2017.

Wayne Johnson
Ducky Johnson House Movers, Inc.



State Tax Exemption #
85-8012621915C-2
Federal Employer Identification #
59-6000615

**GADSDEN COUNTY
SCHOOLS**

Purchase Order
Standard - Ducky Johnson
House Movers

PO# 199853

08/03/2017

Vendor (VD09800000)

Show P.O. Number on all shipping containers,
packing lists, correspondences, and invoices.

Order Contact: Bill Hunter

Checked box indicates order must be fully received and invoiced by 06/30/2018.
Cancellations must be in writing. No backorders without buyer approval.

Ship To
MAINTENANCE DEPARTMENT
805 SOUTH STEWART STREET
QUINCY, FL 32351

DUCKY JOHNSON HOUSE MOVERS
2192 JOHNSON LANE
P O BOX 107
GRAND RIDGE, FL 32442

Bill To
GADSDEN COUNTY SCHOOLS
35 MARTIN L KING, JR. BLVD
QUINCY, FL 32351
850-627-9651

Item #	Description	Quantity	UOM	Unit Price	Amount
	See attached quote for the relocation of portable buildings from St. John Elementary to Stewart St. Elem. and the Max Walker Building.	1		7,961.00	7,961.00
Total					7,961.00

Fund	Function	Object	Facility	Project	Program	Amount
110	8100	390	0201	1101379		6,461.00
110	8100	390	9001	1101379		1,500.00

Superintendent

Comments for vendor:

Best Low Price; Local Vendor Policy 6450

Terms & Conditions:

Ducky Johnson House Movers Inc.

5194 Hwy 90, Marianna, Florida 32446
(850)592-5571 Fax: (850)526-1591
djhousemovers@gmail.com

COST PROPOSAL

Following is a Cost Proposal from Ducky Johnson House Movers, Inc., hereinafter known as Contractor, to Gadsden County Public Schools (Angie Roberts) hereinafter known as Owner, for the relocation of (2) portable classroom buildings, 37'x25' - from St. Johns Elementary, 4463 Bainbridge Hwy, Quincy Florida to Stewart Street Elementary, Quincy, FL and 11'x16' - from St. Johns Elementary, 4463 Bainbridge Hwy, Quincy, Florida to 35 Martin L King Jr Blvd, Quincy, Florida.

Contractor will relocate (2) School portables to St. Johns Elementary School. Set up, and anchor down.

Contractor is not responsible for the following: Plumbing, electrical, air-conditioning, new decks, steps, ramps, no finish work, lot clearing, cleaning up of lot and landscaping.

Stewart Street Elementary

37x25 = 925 sq. ft. @ \$6.12 per sq. ft. =	<u>\$5,661.00</u>
Anchor and strap cost =	<u>\$800.00</u>
Total Cost =	<u>\$6,461.00</u>

Max D Walker Building

11x16 including straps and anchors =	<u>\$1,500.00</u>
--	-------------------

Note* Price will remain the same on the 35'x25' portable building regardless of the change of location.

DATED this 17th day of July 2017.

Charles Johnson
Ducky Johnson House Movers, Inc.



SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: August 22, 2017

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

DIVISION: K-12 Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

This request asks the School Board to approve the Gadsden K-12 Comprehensive Reading Plan effective for the 2017-2018 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$314,952 and should be utilized specifically for "reading". Legislative action ensures that reading is funded annually as a part of the public school funding formula. Funds have been prioritized to meet the needs of the low-performing schools.

FUND SOURCE: FEFP

AMOUNT: \$314,952

PREPARED BY: Tammy McGriff Farlin / Dr. Sylvia R. Jackson

POSITION: Area Director of Elementary Education / Area Director of Secondary Education

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Gadsden County School District
K-12 Comprehensive Reading Plan
2017-2018



Roger P. Milton, Superintendent

District: Gadsden
Contact Information
Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be the Department of Education's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

•District Name:	Gadsden
•District Contact:	Dr. Pink Hightower
•Contact Address:	35 Martin Luther King, Jr. Blvd. Quincy, FL 32351
•Contact E-mail:	hightowerp@gcpsmail.com
•Contact Telephone:	850-627-9651
•Contact Fax:	850-875-3193

1



Contact Details

District: Gadsden
District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' level of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1 Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 FSA-ELA and state the district goals for 2020. Interim goals should be appropriate to meet the requirements of the 2020 goal.

Goals

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

✓ Goals

Comment:

Please identify interim goals

- 2 Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Expenditures from the allocation impact student achievement in relation to our district goals in the following ways.

The Gadsden School District has two Reading Specialists that are paid out of the allocation from the state. These specialists provide services to all schools; Pre-K – 12 with extra support given to the Differentiated Accountability (DA) schools. Their services include: 1) providing professional development (district-wide and school-based); 2) modeling and coaching; 3) collecting, analyzing, and progress monitoring data from core and intervention programs; 4) organizing research-based materials and supplies to support the schools; and 5) developing standards-based curriculum guides and assessments along with consistently conducting walk-throughs with administrators and/or reading coaches providing feedback. Data from the walk-throughs help to inform PD through-out the year and tiered support for schools.

The allocation also allows the district to provide Summer Camp for all Level 1 third grade students and the necessary resources and supplies to support the camp. Students are given daily instruction based on the six components of reading along with differentiated instruction from highly effective teachers selected from various elementary schools throughout the district.

Schools that fall within the lowest 300 receive funding to support the extended hour mandated by the state. Each school submits a plan to the district outlining the sequence of instruction for each grade level that goes beyond the normal activities during the regular school day. This hour is designed for closing the achievement gap or providing enrichment for students making adequate progress.

- 3.1 Who at the district level is responsible for collecting and reviewing student progress monitoring data?

✓ The K-12 Director(s) of Curriculum and District Reading Specialists will collect and review

student progress monitoring data.

- 3.2 What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

To determine if students in grades K - 8 are progressing towards the district goals, the following reports will be analyzed: i-Ready (i.e.; Diagnostic Report, Standards Mastery, Instructional Usage, Class Response to Instruction, Growth Report, etc.), the student item analysis report from Performance Matters for grades 1 – 12, and data from 30 real-time reports from Achieve 3000 that makes it easy to monitor students strengths and weaknesses and inform instruction for grades 9 - 12

- 3.3 How often will student progress monitoring data be collected and reviewed by the district?

Reports will be collected and reviewed weekly, monthly, and quarterly based on assessments given.

- 4 Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

The K-12 Directors of Curriculum and District Reading Specialists will be responsible for ensuring the fidelity of students not progressing towards district goals.

- 5.1 Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

The K-12 Directors of Curriculum and District Reading Specialists will be responsible for ensuring that classroom instruction is aligned to grade-level Florida Standards.

- 5.2 What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

To ensure that classroom instruction is aligned to grade-level Florida-Standards, the K-12 Directors and District Specialists will view the following items as evidence: Master Schedules with FCIM embedded, Lesson Plans, ELA Curriculum Map, monthly fluency checks, i-Ready Standards Mastery Report, and the student item analysis reports from Performance Matters for grades 1 - 12.

- 5.3 How often will this evidence be collected at the district level?

Evidence will be collected and reviewed monthly to ensure that grade-level standards are aligned to classroom instruction.

- 6.1 Who at the district level will be responsible for ensuring that schools have access to informational text for each content area in a variety of mediums?

All district content area program specialists will be responsible for ensuring that schools have access to informational text for each content area in a variety of mediums.

- 6.2 In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

Gadsden will ensure that all content areas have access to informational text in a variety of mediums by providing resources from the district level along with resources from the schools.

- ✓ The program specialists along with school level content coaches/lead teachers will meet the third Thursday in each month to organize resources to share with content area teachers. The following sources may be used along with other sources: Readworks.org, Commonlit.org, STEMscope, CPalms, Newsela.org, etc. This effort will be documented with agendas and sign-in sheets.
-

- 7.1 Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

The K-12 Director(s) of Curriculum, Content Specialists, ESE Program Specialists, and the Universal Design for Learning (UDL) Team (two to three individuals from each school site)

- ✓ will ensure that classroom instruction is accessible to the full range of learners using UDL principles.
-

- 7.2 What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?

✓ The district will ensure that classroom instruction is accessible to a full spectrum of diverse learners by conducting classroom walk-throughs and reviewing lesson plans. District staff will utilize a UDL Look Fors checklist to ensure that teachers are designing a learning environment that supports flexibility in the ways information is presented, knowledge is demonstrated, and/or students are engaged. Completed checklists will be kept on file by each District Reading Specialist as evidence of UDL in the classrooms.

- 7.3 How often will this evidence be collected at the district level?

Evidence will be collected a minimum of once a month by each District Reading or ESE

- ✓ Program Specialist.
-

- 8 Provide documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2017-2018 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan as well.

- ✓ Gadsden_UploadESE_2017.pdf,4/14/2017 11:04:25 AM
-

Professional Development Charts

Monday, July 03, 2017 12:24 PM

District : Gadsden

Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 1: Foundations of Reading Instruction

Funding source for this professional development:

N/A

What data was analyzed to determine the need for this professional development?

Data from the 2016 FSA-ELA and i-Ready was analyzed indicating a need for this professional development because of the high percentage of students scoring Level 1 or 2 on the FSA-ELA and/or falling in Profiles 1-4 on i-Ready Diagnostic. Therefore, it is evident that there is a vital need for extra support provided by Reading Coach/Interventionist and/or Intensive Reading Teachers.

Information about the delivery model:

Who will provide the professional development?

Online Professors

Who is the targeted audience for the professional development?

Instructional leaders and teachers interested in becoming reading endorsed and increasing their knowledge in the area of reading.

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

What is the timeframe for implementation?

Instructional Strategies from this professional development will be implemented during the course and immediately after completion of the competency.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

There are many instructional practices embedded throughout the competency that support teachers and students.

Follow-up provided by:

- Reading Coach

Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning and sequencing lessons to maximize instruction.

- District Staff

District Staff will follow up by conducting frequent walk-throughs, assisting as needed to facilitate problem solving, and helping to create an effective instructional learning environment.

For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from FSA-ELA, i-Ready, Performance Matters, and Achieve 3000 throughout the school year to see if students are making adequate progress toward the goals set for 2020.

What is the timeframe for implementation?

Monday, July 03, 2017 12:25 PM

District : Gadsden

Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 2: Application of Research-Based Instructional Practices

Funding source for this professional development:

N/A

What data was analyzed to determine the need for this professional development?

Data from the 2016 FSA-ELA and i-Ready was analyzed indicating a need for this professional development because of the high percentage of students scoring Level 1 or 2 on the FSA-ELA and/or falling in Profiles 1-4 on i-Ready Diagnostic. Therefore, it is evident that there is a vital need for extra support provided by Reading Coach/Interventionist and/or Intensive Reading Teachers.

Information about the delivery model:

Who will provide the professional development?

Online Professors

Who is the targeted audience for the professional development?

Instructional leaders and teachers interested in becoming reading endorsed and increasing their knowledge in the area of reading.

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

What is the timeframe for implementation?

Instructional Strategies from this professional development will be implemented during the course and immediately after completion of the competency.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

There are many instructional practices embedded throughout the competency that support teachers and students.

Follow-up provided by:

- Reading Coach

Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning and sequencing lessons to maximize instruction.

- District Staff

District Staff will follow up by conducting frequent walk-throughs, assisting as needed to facilitate problem solving, and helping to create an effective instructional learning environment.

For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from FSA-ELA, i-Ready, Performance Matters, and Achieve 3000 throughout the school year to see if students are making adequate progress toward the goals set for 2020.

What is the timeframe for implementation?

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 3: Foundations of Assessment

Funding source for this professional development:

N/A

What data was analyzed to determine the need for this professional development?

Data from the 2016 FSA-ELA and i-Ready was analyzed indicating a need for this professional development because of the high percentage of students scoring Level 1 or 2 on the FSA-ELA and/or falling in Profiles 1-4 on i-Ready Diagnostic. Therefore, it is evident that there is a vital need for extra support provided by Reading Coach/Interventionist and/or Intensive Reading Teachers.

Information about the delivery model:

Who will provide the professional development?

Online Professors

Who is the targeted audience for the professional development?

Instructional leaders and teachers interested in becoming reading endorsed and increasing their knowledge in the area of reading.

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

What is the timeframe for implementation?

Instructional Strategies from this professional development will be implemented during the course and immediately after completion of the competency.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

There are many instructional practices embedded throughout the competency that support teachers and students.

Follow-up provided by:

- Reading Coach

Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning and sequencing lessons to maximize instruction.

- District Staff

District Staff will follow up by conducting frequent walk-throughs, assisting as needed to facilitate problem solving, and helping to create an effective instructional learning environment.

For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from FSA-ELA, i-Ready, Performance Matters, and Achieve 3000 throughout the school year to see if students are making adequate progress toward the goals set for 2020.

What is the timeframe for implementation?

Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 4: Foundations and Applications of Differentiated Instruction

Funding source for this professional development:

N/A

What data was analyzed to determine the need for this professional development?

Data from the 2016 FSA-ELA and i-Ready was analyzed indicating a need for this professional development because of the high percentage of students scoring Level 1 or 2 on the FSA-ELA and/or falling in Profiles 1-4 on i-Ready Diagnostic. Therefore, it is evident that there is a vital need for extra support provided by Reading Coach/Interventionist and/or Intensive Reading Teachers.

Information about the delivery model:

Who will provide the professional development?

Online Professors

Who is the targeted audience for the professional development?

Instructional leaders and teachers interested in becoming reading endorsed and increasing their knowledge in the area of reading.

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

What is the timeframe for implementation?

Instructional Strategies from this professional development will be implemented during the course and immediately after completion of the competency.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

There are many instructional practices embedded throughout the competency that support teachers and students.

Follow-up provided by:

- Reading Coach

Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning and sequencing lessons to maximize instruction.

- District Staff

District Staff will follow up by conducting frequent walk-throughs, assisting as needed to facilitate problem solving, and helping to create an effective instructional learning environment.

For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from FSA-ELA, i-Ready, Performance Matters, and Achieve 3000 throughout the school year to see if students are making adequate progress toward the goals set for 2020.

What is the timeframe for implementation?

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District : Gadsden
Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Reading Endorsement Competency 5: Demonstration of Accomplishment

Funding source for this professional development:

N/A

What data was analyzed to determine the need for this professional development?

Data from the 2016 FSA-ELA and i-Ready was analyzed indicating a need for this professional development because of the high percentage of students scoring Level 1 or 2 on the FSA-ELA and/or falling in Profiles 1-4 on i-Ready Diagnostic. Therefore, it is evident that there is a vital need for extra support provided by Reading Coach/Interventionist and/or Intensive Reading Teachers.

Information about the delivery model:

Who will provide the professional development?

Online Professors

Who is the targeted audience for the professional development?

Instructional leaders and teachers interested in becoming reading endorsed and increasing their knowledge in the area of reading.

How will the professional development be delivered?

Online

What is the length of the professional development?

60 hours

What is the timeframe for implementation?

Instructional Strategies from this professional development will be implemented during the course and immediately after completion of the competency.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

There are many instructional practices embedded throughout the competency that support teachers and students.

Follow-up provided by:

- Reading Coach

Reading Coach will assist teachers in implementing new strategies in the classroom through modeling, co-teaching, and coaching.

- Teacher Leader

- Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning and sequencing lessons to maximize instruction.

- District Staff

District Staff will follow up by conducting frequent walk-throughs, assisting as needed to facilitate problem solving, and helping to create an effective instructional learning environment.

For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will collect and analyze data from FSA-ELA, i-Ready, Performance Matters, and Achieve 3000 throughout the school year to see if students are making adequate progress toward the goals set for 2020.

What is the timeframe for implementation?

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District : Gadsden
Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Houghton Mifflin Harcourt Florida Journeys Common Core Reading Program (K-5)

Funding source for this professional development:

Title 1 / Title 2

What data was analyzed to determine the need for this professional development?

This training prepares newly hired and some veteran teachers with support for teaching the core reading program. Throughout the 2016-17 school year, data from walk-throughs, core weekly assessments, FSA-ELA , and i-Ready was analyzed justifying a need for Journeys professional development prior to and throughout the school year.

Information about the delivery model:

Who will provide the professional development?

HMH Trained Consultants and District Reading Specialists

Who is the targeted audience for the professional development?

K-5 teachers of reading, ESE/ESOL teachers, and administrators

How will the professional development be delivered?

Face-to-face workshop(s) and/or online

What is the length of the professional development?

The length may vary from 30 minutes online to a full day face-to-face

What is the timeframe for implementation?

All teachers will implement this professional development at the beginning and throughout the school year.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

Journeys has many instructional practices embedded within each weekly lesson that support student learning.

Follow-up provided by:

- Reading Coach
- Teacher Leader

Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and informal observations.

Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning and sequencing lessons to maximize instruction..

District Staff

District Staff will follow up by conducting frequent walk-throughs, assisting as needed to facilitate problem solving, and helping to create an effective instructional learning environment.

For Other, Please reflect who this will be: detail below

The publisher will follow up by assigning highly trained consultants to provide guidance and support with program implementation.

- What evidence will the district collect that demonstrates the professional development has impacted student

achievement?

The District Reading Specialists will view monthly reports from i-Ready and Performance Matters as evidence that the professional development impacted student achievement.

What is the timeframe for implementation?

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District : Gadsden
Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Houghton Mifflin Harcourt Florida Collections Program (6-12)

Funding source for this professional development:

Title 1 / Title 2

What data was analyzed to determine the need for this professional development?

This training prepares newly hired and some veteran teachers with support for teaching the core reading program. Throughout the 2016-17 school year, data from walk-throughs, core weekly assessments, FSA-ELA , and i-Ready was analyzed justifying a need for Collections professional development prior to and throughout the school year.

Information about the delivery model:

Who will provide the professional development?

HMH Trained Consultants, Reading Coaches, and District Reading Specialists

Who is the targeted audience for the professional development?

6-12 ELA teachers, ESE/ESOL teachers, administrators, and reading coaches

How will the professional development be delivered?

Face-to-face workshops or via online with my.hrw

What is the length of the professional development?

The length may vary from 30 minutes online to full day face-to-face.

What is the timeframe for implementation?

All teachers will implement this professional development at the beginning and throughout the school year.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

Collections has many instructional practices embedded within each weekly lesson that support student learning.

Follow-up provided by:

- Reading Coach

Reading Coach will follow-up by assisting teachers with implementation and/or modeling effective techniques and strategies in classrooms.

- Teacher Leader

- Principal

Principal will follow up by conducting frequent classroom walk-throughs for formal and informal observations.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning and sequencing lessons to maximize instruction.

- District Staff

District Staff will follow up by conducting frequent walk-throughs, assisting as needed to facilitate problem solving, and helping to create an effective instructional learning environment.

- For Other, Please reflect who this will be: detail below

The publisher will follow-up by assigning highly trained consultants to provide guidance and support with program implementation.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will view monthly reports from i-Ready and Performance Matters.

What is the timeframe for implementation?

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

i-Ready/Ready Blended Program

Funding source for this professional development:

Title 1 / Title 2

What data was analyzed to determine the need for this professional development?

I-Ready is the intervention for grades K – 8. Data from the 2016 FSA-ELA and i-Ready Diagnostic was analyzed indicating a need for Intensive Reading Intervention because of the high percentage of students scoring Level 1 or 2 on the FSA-ELA and falling in Profiles 1-4 on the i-Ready Diagnostic. This professional development provides the resources and strategies needed to close the achievement gap and support the district's goals for 2020.

Information about the delivery model:

Who will provide the professional development?

i-Ready Consultants and District Reading Specialists

Who is the targeted audience for the professional development?

K-8th grade teachers, administrators, and select district personnel

How will the professional development be delivered?

Online and Face-to-face

What is the length of the professional development?

One hour webinars to one-half/full day of face-to-face

What is the timeframe for implementation?

This professional development is implemented at the beginning and throughout the school year.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

The i-Ready Toolbox has a plethora of instructional practices/resources available for teachers to use when differentiating instruction in small group or individually.

Follow-up provided by:

- Reading Coach

Reading Coach will follow-up by assisting teachers with implementation and/or modeling effective techniques and strategies in the computer lab/classrooms.

- Teacher Leader

- Principal

Principal will follow-up by creating a daily computer lab schedule, monitoring i-ready reports, and conducting frequent walk-throughs.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in analyzing reports and planning effective remedial lessons for small group instruction.

- District Staff

District Staff will follow-up by analyzing various reports from i-Ready, planning professional development, and conducting frequent walk-throughs.

For Other, Please reflect who this will be: detail below

The company will follow-up by assigning highly trained consultants to provide guidance and support with program implementation at the district and school level.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will view each school's master schedule and analyze various reports weekly/monthly from i-Ready.
What is the timeframe for implementation?

Monday, July 03, 2017 12:26 PM

District : Gadsden

Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Comprehension Instructional Sequence (CIS)

Funding source for this professional development:

N/A

What data was analyzed to determine the need for this professional development?

CIS provides content area teachers with reading strategies to use in the classroom to support all students. Data shows that many of our students continue to struggle with reading informational text.

Information about the delivery model:

Who will provide the professional development?

District Reading Specialists

Who is the targeted audience for the professional development?

6th - 12th grade teachers, administrators, and reading coaches

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

One day

What is the timeframe for implementation?

Teachers will use this professional development within the first month after receiving the training. The Reading Coach will provide on-site support to ensure that strategies and instructional practices are being implemented.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

This is an instructional practice that supports students as they close read rigorous content area text. Students are provided explicit and systematic instruction, ample practice opportunities, immediate feedback, and opportunities for inquiry.

Follow-up provided by:

- Reading Coach

Reading Coach will follow-up by assisting teachers in developing lessons and modeling effective techniques.

- Teacher Leader

- Principal

Principal will follow-up by conducting frequent walk-throughs and evaluating instruction.

- Assistant Principal

Assistant Principal will follow-up by assisting teachers in planning and sequencing lessons to maximize instruction.

- District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to create an effective literacy environment.

- For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district reading specialist will observe the instructional delivery of a CIS lesson and view monthly reports from i-Ready and Performance Matters to see if students are making adequate gains toward the District's goals for 2020.

What is the timeframe for implementation?

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Monday, July 03, 2017 12:26 PM
District : Gadsden
Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Achieve 3000

Funding source for this professional development:

Title 1 / Title 2

What data was analyzed to determine the need for this professional development?

Achieve 3000 is the intervention for grades 9-12. Data from the 2016 FSA-ELA was analyzed indicating a need for Intensive Reading Intervention because of the high percentage of students scoring Level 1 or 2 on the FSA-ELA. This professional development provides the resources and strategies needed to close the achievement gap and support the district's goals for 2020.

Information about the delivery model:

Who will provide the professional development?

Achieve 3000 Consultants

Who is the targeted audience for the professional development?

9th - 12th grade teachers, administrators, and select district personnel

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

One-half day of intensive training and modeling in the classroom

What is the timeframe for implementation?

This professional development is implemented at the beginning of the school year with on-site professional development through-out for support.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

Achieve 3000 has a plethora of instructional practices/resources available for teachers to use when differentiating instruction in small group or individually.

Follow-up provided by:

- Reading Coach

Reading Coach will follow up by assisting teachers with implementation and/or modeling effective techniques and strategies in the lab / classrooms.

- Teacher Leader

- Principal

Principal will follow up by creating a master schedule identifying a course for Intensive Reading, monitoring Achieve 3000 reports, and conducting frequent walk-throughs.

- Assistant Principal

Assistant Principal will follow up by assisting teachers, analyzing reports, and planning effective remedial lessons for small group instruction.

District Staff

District Staff will follow up by analyzing different reports from Achieve 3000, planning Professional Development, and conducting frequent walk-throughs.

For Other, Please reflect who this will be: detail below

The company will follow-up by assigning highly trained consultants to model best practices and strategies, provide guidance and support with program implementation.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will view the school's master schedule and analyze various reports weekly / monthly from Achieve 3000.

What is the timeframe for implementation?

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Universal Design for Learning (UDL)

Funding source for this professional development:

Title 1 / Title 2

What data was analyzed to determine the need for this professional development?

UDL is an instructional framework that allows educators to design learning environments that support individual learning differences. Data from the i-Ready diagnostic shows many of our students in profiles 1 or 2. This professional development will support teachers as they differentiate instruction to meet the needs of all learners.

Information about the delivery model:

Who will provide the professional development?

Trained consultants from FDLRS and/or ESE Program Specialists

Who is the targeted audience for the professional development?

Select teachers, administrators, and district personnel

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

One-half / full day

What is the timeframe for implementation?

This professional development is implemented at the beginning of the school year with continuous PD provided through-out the year for support.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment

Instructional Practices

Universal Design for Learning is an instructional framework that allows educators to design learning environments that support individual learning differences by providing flexibility in the ways that information is presented.

Follow-up provided by:

Reading Coach

Reading Coach will follow-up by assisting teachers in developing lessons and modeling effective techniques that support individual learning differences.

Teacher Leader

Principal

Principal will monitor lesson plans and conduct walk-throughs to ensure that teachers are incorporating UDL Principles to create a learning environment that supports all learners.

Assistant Principal

Assistant Principals will follow up by supporting teachers as they design instructional goals, methods, activities, and assessments for all learners.

District Staff

District Staff will follow-up by assisting as needed to facilitate problem solving and helping to create an effective learning environment for all learners.

For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will conduct periodic walk-throughs, view lesson plans, and analyze data from Performance Matters and various reports from i-Ready to determine the impact this professional development has had on student achievement. What is the timeframe for implementation?

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Monday, July 03, 2017 12:26 PM
District : Gadsden
Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Instructional Anchor Charts

Funding source for this professional development:

N/A

What data was analyzed to determine the need for this professional development?

Anchor Charts are instructional tools displayed in the classroom for teachers and students to reference daily. Data analyzed from the FSA-ELA, i-Ready and Performance Matters shows that Anchor Charts provide the scaffold support students need during instruction of the Florida Standards.

Information about the delivery model:

Who will provide the professional development?

Reading Coaches and District Reading Specialists

Who is the targeted audience for the professional development?

K-12th grade teachers and school administrators

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

One-half day

What is the timeframe for implementation?

This professional development is implemented at the beginning and throughout the school year as needed.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

Teachers and students will create anchor charts to build a culture of literacy in the classroom to keep relevant and current learning accessible to students. Anchor charts will serve as a tool to remind students of prior learning and enable them to make connections as new learning occurs.

Follow-up provided by:

- Reading Coach

Reading Coach will follow-up by assisting teachers in creating anchor charts that align to skills taught.

- Teacher Leader

- Principal

Principal will follow-up by providing time and resources and conducting frequent walk-throughs to ensure that teachers and students are referencing anchor charts in daily instruction.

- Assistant Principal

Assistant Principal will follow up by supporting teachers as they provide daily instruction using anchor charts.

- District Staff

District Staff will follow up by visiting classrooms to observe the use of anchor charts by teachers and students.

- For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will conduct periodic walk-throughs and chat with students about knowledge gained from anchor charts.

The district will also analyze data from Performance Matters, i-Ready, and Achieve 3000 to determine the impact his professional development has had on student achievement.

What is the timeframe for implementation?

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Monday, July 03, 2017 12:27 PM
District : Gadsden
Professional Development in Reading

Chart A: Grade Level

- Elementary School
- Middle School
- High School

Name of Professional Development:

Standards-Based Instruction

Funding source for this professional development:

Title 1 / Title 2

What data was analyzed to determine the need for this professional development?

Data analyzed from the FSA-ELA, i-Ready, and Performance Matters show that many of our students struggle with mastery of the FSA-ELA standards. Professional Development on Standards-based Instruction provides teachers with an ongoing teaching/learning framework that ensures all students learn and master standards, associated concepts, and skills.

Information about the delivery model:

Who will provide the professional development?

Consultants from FDLRS / Just Read,FL!

Who is the targeted audience for the professional development?

K-12 grade teachers, administrators, and district personnel

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

One-half/full day

What is the timeframe for implementation?

This professional development is implemented at the beginning of the school year with continuous professional development provided through-out the year for support.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

Follow-up provided by:

- Reading Coach

Reading Coach will follow-up by assisting teachers and/or modeling effective strategies for supporting students with standards-based instruction.

- Teacher Leader

- Principal

Principal will follow up by monitoring standards-based instruction, analyzing data, and conducting frequent classroom walk-throughs.

- Assistant Principal

Assistant Principal will follow up by analyzing data and providing resources to use for small group instruction to remediate standards not mastered.

- District Staff

District Staff will follow-up by observing the implementation of Florida Continuous Improvement Model (FCIM) in classrooms and providing feedback.

For Other, Please reflect who this will be: detail below

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

The district will conduct periodic walk-throughs and view lesson plans. They will also collect and analyze data from FSA-ELA, i-Ready, Performance Matters, and Achieve 3000 throughout the school year to see if students are making adequate progress toward the goals set for 2020.

What is the timeframe for implementation?

Identification/Intervention

Decision Trees

Elementary/Middle/High

Chart DT1 Elementary (K – 5) Identification /Intervention Decision Tree

Grade Level	Assessments / Time Frames	Performance Benchmark		Intervention
Grade K	<p>Star Literacy Aug. 14-Sept. 22, 2017</p> <p>i-Ready Diagnostic</p> <p>Assessment Period 1: October 2 – 13, 2017</p> <p>Assessment Period 2: January 8 – 19, 2018</p> <p>Assessment Period 3: May 7 – 18, 2018</p>	<p>If</p> <p>Students have a scale score of 497 – 529 on the Star Early Literacy or score in Profile 5 on the i-Ready Diagnostic, the overall reading is on or above level.</p> <p>Students have a scale score of 438 – 496 on the Star Early Literacy or score in Profiles 3 or 4 on the i-Ready Diagnostic, students need intervention because they have on-level phonics, limited to moderate vocabulary and low comprehension.</p>	<p>Then</p> <p>Benchmark Zone Teachers will provide Tier 1 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards by the end of the year.</p> <p>Intervention Zone Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s deficiency.</p> <p>Teachers will provide Tier 1 and Tier 2 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida</p>	<p>Based on data from the Star Literacy Report and i-Ready diagnostic, students scoring in this zone will receive daily on-line i-Ready instruction in the lab and small group differentiated instruction in the classroom based on the child’s areas of deficiency.</p>

		<p>Students have a scale score of 437 and below on the Star Early Literacy and score in Profiles 1 or 2 on the i-Ready Diagnostic; students have an urgent need for intervention because they have below-level phonemic awareness, phonics and limited vocabulary.</p>	<p>Standards by the end of the year.</p> <p>Urgent Intervention Zone Data here shows that students are not progressing adequately. Parents will receive a letter describing the child's deficiency.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards by the end of the year.</p>	<p>Based on data from the Star Early Literacy Report and i-Ready Diagnostic, students scoring in this zone will receive Tier 3 instruction; an additional 20 to 30 minutes of explicit intervention in addition to the 90 minute block. This time may be provided in the lab or classroom daily. Teachers will use the Instructional Grouping Profile to determine areas of strengths and weaknesses to target instruction in phonological awareness, phonics, high-frequency words, and vocabulary.</p>
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<p>Grades 1 - 5</p>	<p>i-Ready Diagnostic</p> <p>Assessment Period 1: Aug. 28-Sept. 15, 2017</p> <p>Assessment Period 2: December 4 –15, 2017</p> <p>Assessment Period 3: May 7 – 18, 2018</p> <p>FSA-ELA February – May, 2018</p>	<p>If</p> <p>Students are in grades 1-2 and score in Profile 5 on i-Ready Diagnostic or in grades 3-5 and score Levels 3 – 5 on FSA-ELA, the overall reading is on or above grade level.</p> <p>Students in grades 1-2 and score in Profiles 3-4 on i-Ready Diagnostic or in grades 3-5 and score Level 2 on FSA-ELA, students need intervention because they have on-level phonics, limited to moderate vocabulary and low comprehension.</p>	<p>Then</p> <p>Benchmark Zone</p> <p>Provide Tier 1 instruction using core reading program with emphasis on skills needed to successfully master Florida Standards by the end of the year.</p> <p>Intervention Zone</p> <p>Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s deficiency.</p> <p>Teachers will provide Tier 1 and Tier 2 instruction using the core reading program with emphasis on skills needed to successfully read grade level text and master Florida Standards by the end of the year.</p>	<p>Based on data from the FSA-ELA Assessment and i-Ready diagnostic, students scoring in this zone will receive daily on-line i-Ready instruction in the lab and small group differentiated instruction in the classroom with emphasis on vocabulary and comprehension.</p>
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		<p>Students in grades 1-2 and score in Profiles 1 or 2 on i-Ready Diagnostic or in grades 3-5 and score Level 1 on FSA-ELA, students have an urgent need for intervention because they have below-level phonemic awareness, phonics and limited vocabulary.</p>	<p>Urgent Intervention Zone</p> <p>Data here shows that students are performing 1-2 grade levels below and not making adequate progress. Parents will receive a letter describing the child's deficiency.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards by the end of the year.</p>	<p>Based on data from the FSA-ELA Assessment and i-Ready diagnostic, students scoring in this zone will receive an additional 20 to 30 minutes of explicit intervention in addition to the 90 minute block. This time may be provided in the lab or classroom daily. Targeted instruction will be provided on phonological awareness, phonics, high-frequency words, and vocabulary.</p>
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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Chart DT2 Middle (6-8) Identification / Intervention Decision Tree

Grade Level	Assessments / Time Frames	Performance Benchmark		Intervention
Grades 6 - 8	<p>i-Ready</p> <p>Assessment Period 1: Aug. 28-Sept. 15, 2017</p> <p>Assessment Period 2: December 4 –15, 2017</p> <p>Assessment Period 3: May 7 – 18, 2018</p> <p>FSA-ELA February – May, 2018</p>	<p>If</p> <p>Students have a score of Levels 3 – 5 on FSA-ELA and/or score in Profile 5 on i-Ready Diagnostic, the overall reading is on or above level.</p> <p>Students have a score of Level 2 on the FSA-ELA and/or score in Profiles 3 or 4 on i-Ready Diagnostic, students need intervention because they have on-level phonics, limited to moderate vocabulary, and</p>	<p>Then</p> <p>Benchmark Zone</p> <p>Provide Tier 1 instruction using core reading program with emphasis on skills needed to successfully master Florida Standards by the end of the year.</p> <p>Intervention Zone</p> <p>Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s deficiency.</p> <p>Teachers will provide Tier 1 and Tier 2 instruction using the core reading program with emphasis on skills and strategies needed to successfully read grade level text and master Florida Standards by the end of the year.</p>	<p>Based on FSA-ELA Assessment and i-Ready Diagnostic, students scoring in this zone will receive a minimum of 45 minutes or more a week in the lab using the online instruction paired with differentiated small group instruction as needed.</p>

		<p>low comprehension.</p> <p>Students have a score of Level 1 on the FSA-ELA and score in Profiles 1 or 2 on i-Ready Diagnostic, students have an urgent need for intervention because they have below-level phonemic awareness, phonics and limited vocabulary.</p>	<p>Urgent Intervention Zone</p> <p>Data here shows that students are performing 2 or more grade levels below and not making adequate progress. Parents will receive a letter describing the child's deficiency.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction with emphasis on skills and strategies needed to successfully close the achievement gap, read grade level text and master Florida Standards by the end of the year.</p>	<p>Based on the FSA-ELA Assessment and i-Ready diagnostic, students scoring in this zone will receive Tier 3 instruction in an Intensive Reading course. Teachers will use the instructional grouping profile to determine areas of strength and weaknesses to target instruction in phonics, vocabulary and comprehension. Students will receive a minimum of 45 minutes or more of on-line instruction each week.</p> <p>Qualifications</p> <p>Teachers selected for the Intensive Reading course will have the following: 1) Bachelor's Degree from an accredited university; 2) Reading Endorsed or Reading Certified; and 3) Success with at-risk students.</p>
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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Chart DT3 High (9-12) Identification / Intervention Decision Tree

Grade Level	Assessments / Time Frames	Performance Benchmark		Intervention
Grades 9-12	<p>FSA-ELA Spring Assessment</p> <p>Achieve 3000 Screener Fall 2017</p>	<p>If Students have a score of Level 3 – 5 on FSA-ELA the overall reading is on or above level.</p> <p>Students have a score of Level 2 on the FSA-ELA, students need intervention because they have limited to moderate vocabulary and low comprehension.</p>	<p>Then</p> <p>Benchmark Zone Provide Tier 1 instruction using core reading program with emphasis on the skills and strategies needed to successfully read grade level text and master Florida Standards by the end of the year.</p> <p>Intervention Zone Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s deficiency. Teachers will provide Tier 1 and Tier 2 instruction using the core reading program with emphasis on vocabulary and comprehension, skills and strategies needed to successfully read grade level text, and master Florida Standards by the end of the year.</p>	<p>Based on data from the FSA-ELA assessments, students scoring in this zone may receive additional instruction using the Close Reader and Level-Up Tutorials to support Tier 1 instruction using the core program.</p>

		<p>Students have a score of Level 1 on the FSA-ELA, students have an urgent need for intervention because they have limited vocabulary and low comprehension.</p>	<p>Urgent Intervention Zone Data here shows that students are 2 or more years below grade level and not progressing adequately. Parents will receive a letter describing the child's deficiency.</p> <p>Teachers will provide Tier3 instruction using Achieve 3000 with emphasis on vocabulary and comprehension, skills and strategies needed to successfully read grade level text, and master Florida Standards by the end of the year.</p>	<p>Based on data from FSA-ELA assessment , students scoring in this zone will receive instruction in an Intensive Reading Course using Achieve 3000, an online program that uses level-sets to differentiate reading content. Student progress is monitored consistently based on responses and overall scores for activities. Lexile levels are adjusted twice monthly and reports are generated every two months highlighting overall Lexile levels and students strengths / weaknesses by standard.</p> <p>Qualifications: Teachers selected for the Intensive Reading course will have the following: 1) Bachelor's Degree from an accredited university; 2) Reading Endorsed or Reading Certified; and 3) Success with at-risk students.</p>
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For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Reading/Literacy Coach

Chart

CHART RLC – READING/LITERACY COACH CHART : Gadsden District - 2017

Qualifications for Coaches	1. Bachelor's Degree from an accredited educational institution 2. K-12 Reading Certification or Reading Endorsement 3. Three or more years of successful classroom instruction 4. Data to support success with at-risk students
Recruitment/Hiring Procedure for Coaches	Reading Coaches are interviewed and hired by principals using the qualifications outlined above.
Training Provided for Coaches	Literacy Coaches receive training on the following: core reading program, i-Ready/Ready Blended Curriculum, Achieve 3000, Anchor Charts, Universal Design for Learning (UDL), data analysis, and Standards-Based Instruction. Starting in August, coaches will receive training using the Literacy Coach Academy Modules.
Criteria for Coach Placement	Literacy coaches will be assigned to schools determined to have the greatest need based on i-Ready and FSA-ELA data.
Professional Development Provided by Coaches (embedded including classroom modeling; book studies; small group, etc.)	Literacy Coaches are an integral part of the day to day activities within the classrooms. They work with teachers consistently analyzing data from i-Ready, Achieve 3000, and Performance Matters. They provide professional development on the following: core program/FSA writing, Comprehension Instructional Sequence, i-Ready/Ready Blended Curriculum, small group instruction, Anchor Charts, Universal Design for Learning, and Standards-Based Instruction.
Tool(s) for Collecting Evidence of Implementation of Coach-Provided Professional Development	Tools for Collecting Evidence of Implementation of Professional Development: Weekly Logs submitted to the District Reading Specialists, District Walk-throughs, Lesson Plans, and various data reports.
Tool for Determining Effectiveness of Coach-Provided Professional Development	Tools for Determining Effectiveness of Coach-Provided Professional Development: Core Program assessment data in Performance Matters, reports from i-Ready, Achieve 3000, Star Literacy, Standards Mastery, fluency checks, walk-throughs, and teacher observations.

Budget

**District: Gadsden
Budget**

Research-Based Reading Instruction Allocation 2017-2018

	(dollar total)	(percentage) Percentage of Total: (rounded to the nearest percent)
Estimated Expenditures - FEFP Reading Earmark Fund \$ Source:	314952	
Funds Designated for Charter Schools \$	29773	9%
Salaries and Benefits \$	124307	39%

Full time Elementary
Reading Coach Positions
funded by FEFP

Full time Middle School
Reading Coach Positions
funded by FEFP

Full time High School
Reading Coach Positions
funded by FEFP

Elementary Reading
Intervention Teacher
Positions funded by FEFP

Middle School Reading
Intervention Teacher
Positions funded by FEFP

High School Reading
Intervention Teacher
Positions funded by FEFP

**Detailed breakdown of
other salaries**

Salaries and benefits for one K-5 District Reading Specialist and one 6-12 District Reading Specialist. Salaries and benefits for other reading coaches/reading teachers are being paid from other funding sources.

Professional Development	\$	%
Grades K-3 Amount	\$	
Grades K-3 Detail	.	
Grades 4-5 Amount	\$	
Grades 4-5 Detail	.	
Grades 6-8 Intensive Reading Amount	\$	
Grades 6-8 Intensive Reading Detail	.	
Grades 6-8 Content Area	\$	

Amount			
Grades 6-8 Content Area Detail	.		
Grades 9-12 Intensive Reading Amount	\$		
Grades 9-12 Intensive Reading Detail	.		
Grades 9-12 Content Area Amount	\$		
Grades 9-12 Content Area Detail	.		
Assessment Costs	\$		%
Detailed breakdown of Elementary Assessment category	.		
Detailed breakdown of Middle School Assessment category	.		
Detailed breakdown of High School Assessment category	.		
Programs/Materials	\$	3000	1%
Detailed breakdown of Elementary Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)		Reading supplemental and intervention materials/supplies - \$2000	
Detailed breakdown of Middle School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)		Reading supplemental and intervention materials/supplies - \$500.00	
Detailed breakdown of High School Programs/Materials category (breakdown by CCRP, CIRP, SIRP, Ed Tech)		Reading supplemental and intervention materials/supplies - \$500.00	
Summer Reading Camps	\$	57872	18%
Detailed breakdown of Summer Reading Camps Category		Salaries and benefits for twelve instructional and two non-instructional employees working in the third grade summer reading camp and transportation for 3rd grade summer reading camp - \$57,872.00	
Total Estimated Expenditures - FEFP Reading Earmark Fund Source	\$	314952	