

AGENDA

REGULAR SCHOOL BOARD MEETING

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

October 27, 2020

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. September 22, 2020, 4:30 p.m. – School Board Workshop
- b. September 22, 2020, 6:00 p.m. - Regular School Board Meeting
- c. September 24, 2020, 6:00 p.m. – Special School Board Meeting
- d. October 6, 2020, 6:00 p.m. – School Board Workshop
- e. October 8, 2020 – 6:00 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 2019 - 2020

ACTION REQUESTED: The Superintendent recommends approval.

- b. Personnel 2020 -2021

ACTION REQUESTED: The Superintendent recommends approval.

- c. Resolution – Employee Positions Vacant for One or More Years – **SEE PAGE #7**

ACTION REQUESTED: The Superintendent recommends approval.

7. BUDGET AND FINANCIAL TRANSACTIONS

- a. Board Review Requested for the 2020 – 2021 first quarter Financial Statements from Crossroad Academy Charter School – **SEE PAGE #9**
- Fund Source: All Public Funds at Crossroad Academy Charter School
Amount: Crossroad Academy Charter School Financial Statements Attached
- ACTION REQUESTED: The Superintendent recommends approval.

8. AGREEMENT/CONTRACT/PROJECT APPLICATIONS

- a. Classroom Instruction That Works, McRel International – **SEE PAGE #13**
- Fund Source: Title II, Part A
Amount: \$39,700.00
- ACTION REQUESTED: The Superintendent recommends approval.
- b. Contract Between Stephen R. Winn and Associates and the Gadsden County School Board - **SEE PAGE #37**
- Fund Source: General Fund
Amount: \$1,000.00 Monthly Retainer Fee
- ACTION REQUESTED: The Superintendent recommends approval.

9. SCHOOL FACILITY/PROPERTY

- a. Request to Approve the 2020 – 2021 Five Year Work Plan – **SEE PAGE #46**
- Fund Source: Varies
Amount: Varies
- ACTION REQUESTED: The Superintendent recommends approval.
- b. Request to Delete and Dispose from Capital Assets – Furniture, Fixtures and Equipment – **SEE PAGE #61**
- Fund Source: ALL Funds
Amount: \$873,522.53
- ACTION REQUESTED: The Superintendent recommends approval.

10. EDUCATIONAL ISSUES

- a. Gadsden District K-12 Comprehensive Reading Plan - **SEE PAGE #63**
- Fund Source: FEFP
Amount: \$305,134.00
- ACTION REQUESTED: The Superintendent recommends approval.
- b. Student Progression Plan 2020 – 2021 - **SEE PAGE #104**
- Fund Source: N/A
Amount: N/A
- ACTION REQUESTED: The Superintendent recommends approval.

- c. School Improvement Plans – Elementary & Secondary Schools - **SEE PAGE #245**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

- d. Request to Advertise Notice of Intent to Adopt Policies – **SEE PAGE #448**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

11. CONSIDERATION, PROPOSAL, AND/OR ADOPTION OF ADMINISTRATIVE RULES AND RELATED MATTERS

- a. Approval of Policy Numbered 6.543, Illness-Or-Injury-In-Line-Of-Duty Leave - **SEE PAGE #522**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

12. FACILITIES UPDATE

13. EDUCATIONAL ITEMS BY THE SUPERINTENDENT

14. SCHOOL BOARD REQUESTS AND CONCERNS

15. ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY

6a & b



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"

October 27, 2020

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.

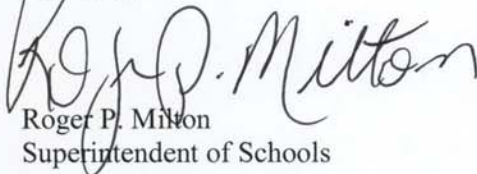
Item 6A Instructional and Non-Instructional Personnel 2019-2020

Item 6B Instructional and Non-Instructional Personnel 2020-2021

The following reflects the total number of full-time employees in this school district for the 2020-2021 school term, as of October 27, 2020.

<u>Description Per DOE Classification</u>	<u>DOE Object#</u>	<u>#Employees October 2020</u>
Classroom Teachers and Other Certified	120 & 130	362.00
Administrators	110	56.00
Non-Instructional	150, 160, & 170	378.00
		<u>796.00</u>

Sincerely,


Roger P. Milton
Superintendent of Schools

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

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

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

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

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

"The Gadsden County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information."

AGENDA ITEM 6A INSTRUCTIONAL AND NON INSTRUCTIONAL 2019/2020**D.R.O.P. RETIREMENT**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Akins, Tisher	GCHS	Education Paraprofessional	06/30/2020

AGENDA ITEM 6B INSTRUCTIONAL AND NON INSTRUCTIONAL 2020/2021**INSTRUCTIONAL**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Colston, Rowena	GTI	Teacher	10/09/2020
Culler, Brianna	GCHS	Teacher	10/19/2020
Easley, NyTasha	GCHS	Teacher	10/06/2020
Jones, Heather	GWM	Teacher	10/14/2020
McCray, Stephanie	GCHS	Teacher	10/19/2020

NON INSTRUCTIONAL

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Harrison, Melissa	GEMS	School Safety Guardian	09/22/2020
Johnson, Nijah	SSES	Education Paraprofessional	09/22/2020
Snow, Chere	Transportation	Bus Driver	10/05/2020
Williams, Catina	GWM	Education Paraprofessional	10/05/2020
York, Clarissa	PreK/Head Start	PreK Education Ccoordinator	08/31/2020
York, Eric	GCHS	Self Help Assistant	08/31/2020

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

<u>Name</u>	<u>Location/Position</u>	<u>Beginning Date</u>	<u>Ending Date</u>
Chapman, Youri	HMS	08/24/2020	06/23/2021
Monroe, Chenell	Transportation/Bus Driver	09/14/2020	12/11/2020
Shannon, Keysha	JASMS/Custodial Assistant	10/07/2020	06/30/2021

RESIGNATION

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Albert, Michael	Transportation	Bus Driver	09/11/2020
Benoit, Alida	GWM	Teacher	10/02/2020
Dawson, Stafford	GEMS	Teacher	10/23/2020
Green, Charles	Transportation	Bus Driver	10/06/2020
Livingston, Lori	GCHS	Guidance Counselor	10/08/2020
Mayorga, Hugo	WGMS	Teacher	10/21/2020
Mathews, Victoria	HMS	Teacher	10/15/2020
Moultrie, Kimberlyn	GWM	Teacher	08/22/2020
Ray, Johnny	GEMS	Custodial Assistant	09/29/2020
Reed, Javarrious	Maintenance	Groundskeeper	10/02/2020
Wester, Courtney	JASMS	Education Paraprofessional	08/25/2020
Williams, Sonja	GCHS	Teacher	09/01/2020
York, Clarissa*	SSES	Resource Teacher	08/28/2020
York, Eric*	GCHS	Teacher	08/28/2020

*Resigned to accept another position within the District

TRANSFERS

<u>Name</u>	<u>Location/Position Transferring From</u>	<u>Location/Position Transferring To</u>	<u>Effective Date</u>
Gordon, Stenet	JASMS/Custodial Assistant	GEMS/Custodial Assistant	10/01/2020
Jones, Curtis	PreK/Social Serice Coor	Pre K/PreK Program Assistant	11/02/2020
McNair, Cassandra	HMS/Teacher	GWM/Teacher	09/23/2020
Roberts, Jerry	GEMS/Ed. Paraprofessional	Bold Step/Ed. Paraprofessional	10/01/2020
Shannon, Keysha	CPA/Custodial Assistant	JASMS/Custodial Assistant	10/05/2020

RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Howard, James	Transportation	Bus Driver	09/30/2020

DROP RETIREMENT

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>
Battle, Joanne	HMS	Education Paraprofessional	10/09/2020
Wells, Carla	GCA	Assistant Principal	11/30/2020

SUBSTITUTE

<u>Teacher</u>	<u>Bus Driver</u>
Fields, Dorothy	Bostick, Earnest
Hunter, Cassandra	

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 6c

DATE OF SCHOOL BOARD MEETING: October 27, 2020

TITLE OF AGENDA ITEM: Resolution – Employee Positions Vacant for One or More Years

DIVISION: Administration

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

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

Board resolution with the exception of teaching, bus driver, paraprofessional and food service worker positions all other positions unfilled for at least a year or more shall remain unfilled and not advertised for employment without specific approval of the School Board, and such resolve shall remain in effect until such time of School Board rescission.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Roger P. Milton

POSITION: Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

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

October 27, 2020

A RESOLUTION

TITLE: Employee Positions Vacant for One or More Years

WHEREAS The School Board of Gadsden County, Florida is responsible for the organization and control of the school district and is empowered to approve practices as necessary for the effective operation and general improvement of the school district, and

WHEREAS there has been a continuous decline in student enrollment over recent years, and

WHEREAS staffing reduction in the district has not effectively kept pace with the decline in student enrollment, and

WHEREAS it is becoming increasingly difficult to maintain a healthy fund balance due to the decline in student enrollment which negatively impacts revenue, and

WHEREAS as a result of declining student enrollment there are non-critical positions that have been unfilled for more than a year that can remain unfilled for the foreseeable future.

WHEREAS section 1001.42(5)(a), Florida Statutes, places the power and authority to designate positions to be filled with the School Board.

Be it therefore **RESOLVED** that with the exception of teaching, bus driver, paraprofessional and food service worker positions all other position unfilled for at least a year or more shall remain unfilled and not advertised for employment without specific approval of the School Board and such resolve shall remain in effect until such time of School Board rescission.

Adopted and effective this 27th day of October, 2020 in regular session by the School Board of Gadsden County, Florida.

Audrey Lewis, Chairwoman

Roger P. Milton, Witness
Superintendent of Schools

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 7a

DATE OF SCHOOL BOARD MEETING: October 27, 2020

TITLE OF AGENDA ITEMS: Board Review Requested for the 2020-2021 first quarter Financial Statements from Crossroad Academy Charter School

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS: Pursuant to Sections 1002.33(9)(g) and 218.39(1)(3) Florida Statutes, Board review is requested for the Income/Expense Statement for the first quarter of the 2020-2021 fiscal year, and the Balance Sheet as of September 30, 2020, for Crossroad Academy Charter School.

FUND SOURCE: All Public Funds at Crossroad Academy Charter School

AMOUNT: Crossroad Academy Charter School Financial Statements attached

PREPARED BY: Bonnie Wood

POSITION: Finance Director

CROSSROAD ACADEMY CHARTER SCHOOL

Profit & Loss

July through September 2020

	<u>Jul - Sep 20</u>
Ordinary Income/Expense	
Income	
3310 · FEFP Program	871,203.00
3334 · State Teacher Lead Program	54,221.00
3399 · Other Misc. State Revenue	12,704.00
3430 · Interest Income	788.46
3472 · Pre-Kindergarten	3,009.91
3490 · Other local revenue	<u>2,594.86</u>
Total Income	<u>944,521.23</u>
Gross Profit	944,521.23
Expense	
5000 · Instruction	292,701.50
6000 · Instructional Support Services	247,580.45
7100 · Board	157,500.00
7200 · General Administration	8,105.22
7300 · School Administration	149,502.95
7400 · Facilities and Acquisition	121,197.90
7500 · Fiscal Services	85.15
7600 · Food Services	15,268.79
7700 · Central Services	3,751.73
7900 · Operation of Plant	54,451.28
8100 · Maintenance of Plant	<u>64,508.12</u>
Total Expense	<u>1,114,653.09</u>
Net Ordinary Income	-170,131.86
Other Income/Expense	
Other Income	
3397 · Capital Outlay	<u>85,066.00</u>
Total Other Income	<u>85,066.00</u>
Net Other Income	<u>85,066.00</u>
Net Income	<u><u>-85,065.86</u></u>

CROSSROAD ACADEMY CHARTER SCHOOL

Balance Sheet

As of September 30, 2020

	<u>Sep 30, 20</u>
ASSETS	
Current Assets	
Checking/Savings	
1100 · Cash & cash equivalents	5,252,058.98
Total Checking/Savings	5,252,058.98
Other Current Assets	
1130 · Accounts receivable - net	61,211.00
1140 · Due from other funds	21,327.60
Total Other Current Assets	82,538.60
Total Current Assets	5,334,597.58
Fixed Assets	
1300 · Property, plant, and equip- net	4,014,439.07
Total Fixed Assets	4,014,439.07
TOTAL ASSETS	<u>9,349,036.65</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
2160 · Due to other funds	45,356.47
2170 · Salaries, benefits, p/r payable	155,531.98
2175 · Accrued expenses	39,124.15
2250 · Current Notes Payable	79,214.62
Total Other Current Liabilities	319,227.22
Total Current Liabilities	319,227.22
Long Term Liabilities	
2300 · Notes payable - long term	2,090,707.93
Total Long Term Liabilities	2,090,707.93
Total Liabilities	2,409,935.15
Equity	
2760 · Net Assets Unrestricted	7,024,167.36
Net Income	-85,065.86
Total Equity	<u>6,939,101.50</u>

2:26 PM

10/08/20

Cash Basis

CROSSROAD ACADEMY CHARTER SCHOOL

Balance Sheet

As of September 30, 2020

	<u>Sep 30, 20</u>
TOTAL LIABILITIES & EQUITY	<u>9,349,036.65</u>

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8a

DATE OF SCHOOL BOARD MEETING: October 27, 2020

TITLE OF AGENDA ITEM: Classroom Instruction That Works, McRel International

DIVISION: Professional Learning

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

PURPOSE AND SUMMARY OF ITEM:

The Classroom Instruction That Works (CITW) is a professional development framework aimed at providing instructional staff with the tools, strategies, and practices for creating an engaging classroom in ways that support increased student achievement.

This yearlong PD activity, originally scheduled for in-person training at 5 district schools has been revised as an Online Professional Learning & Support Training module for all District schools. Teachers will engage in the PD activities through grade level professional learning communities for horizontal and vertical learning. Capacity and sustainability measures include the creation of CITW instructional coach training for selected/interested teachers at each participating school. The training activities, including the coaching sessions will model best practices for online session and provide examples for virtual classrooms and in-person classrooms for teachers to inform well-focused attention on learner, teacher, and peer engagement to address quality blended teaching.

FUND SOURCE: Title II, Part A

AMOUNT: \$39,700

PREPARED BY: Ella-Mae Daniel

POSITION: Director, Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered _____

CHAIRMAN’S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

**Gadsden County School District
Quote for
Classroom Instruction that Works
ONLINE Professional Learning & Support
August 2020 – June 2021**

Contact:

Beth Watson
McREL International
303-632-5536
bwatson@mcrel.org

July 31, 2020

July 31, 2020

Ella-Mae Daniel
Director of Professional Learning
Gadsden County School District
35 Martin Luther King Jr Blvd.
Quincy, FL 32351
Petersen-daniele@gcpsmail.com

Ella-Mae:

Thanks for your time on the phone this morning. Based on our discussion, I have reworked our proposal to include options for online sessions for professional learning and support. Please review this and let me know if you have additional questions or items to discuss.

Because of the coronavirus pandemic, we appreciate that many elements of schooling are yet to be determined, including how and when students and faculty will return to their buildings. Therefore, this contract is fully refundable, should the work not be able to be conducted.

We are honored by the opportunity to work with Gadsden County School District. The pricing in this quote is valid for 180 days. Please review this information and I will contact you shortly to discuss.

Sincerely,



Beth Watson
Senior Director, Sales & Client Partnerships
McREL International
303-632-5536
bwatson@mcrel.org

Classroom Instruction that Works (CITW) proposal

McREL's approach to professional learning and support begins with understanding our clients' needs and their desired outcomes for the project. We focus on local context so our services will appropriately address those needs and result in locally sustainable practices, continuous improvement, and better outcomes for all. We draw on a vast knowledge base to provide the tools, strategies, and information that educators need to improve their policies, practices, and programs in ways that support increased student achievement. In addition, we help clients understand what it takes to sustain their improvement efforts over the long term and build their capacity to do so.

Gadsden County Schools plans to implement McREL's Classroom Instruction that Works (CITW) framework district wide. The COVID-19 pandemic has caused both McREL and Gadsden County Schools to postpone onsite professional learning and support. As such, we have created this proposal to launch CITW district-wide via remote learning sessions. When we are able to safely travel and conduct large group sessions, we can jointly amend this proposal to include in-person onsite sessions.

The Classroom Instruction that Works framework is organized into three components for planning, with nine categories of instructional strategies:

1. Component One: Creating the environment for learning
 - a. Setting objectives & providing feedback
 - b. Reinforcing effort & providing recognition
 - c. Cooperative learning
2. Component Two: Helping students develop understanding
 - a. Cues, questions & advanced organizers
 - b. Nonlinguistic representations
 - c. Summarizing & note taking
 - d. Assigning homework & providing practice
3. Component Three: Helping students extend & apply knowledge
 - a. Identifying similarities & differences
 - b. Generating & testing hypotheses

Online Sessions & Support

McREL will begin the learning sessions with Gadsden staff by providing an overview of both the content and the format that will be used. After the overview session, McREL consultants will focus on CITW Component One: Creating the environment for learning. Each content area will include the following:

1. Live session: Introduction/Overview of Content. This 30-minute to one-hour session will be conducted live via Zoom (or similar platform) to all staff. The session can be recorded for those within the district who are unable to attend the live session.
2. Asynchronous learning: McREL has developed self-paced, asynchronous modules to extend understanding of the CITW components and Tools that can be used to implement strategies in the classroom. Staff will each have unique login to the McREL online course system and can complete these sessions at their own pace.

3. **Tasks:** As part of the asynchronous modules, the McREL consultant will provide Gadsden staff with grade-band appropriate examples of activities related to the strategies and will ask Gadsden staff to share with colleagues and McREL staff how they have used the strategies in their classrooms.
4. **Feedback:** McREL will provide feedback mechanisms such as surveys and chat groups to enable participants to share successes, areas of needed support, and overall impressions of the sessions.
5. **Content review:** Incorporating feedback, a McREL consultant will conduct live sessions with each school via Zoom to celebrate successes and address areas of needed support.
6. **Reporting:** McREL can provide usage data to Gadsden to report on participants logins and assignments completed.
7. **Coaching:** McREL will conduct live Zoom sessions with a cohort of coaches to prepare them for in-school support.

McREL will model best practices for online sessions and will provide specific examples for virtual classrooms and in-person classrooms for participants.

Proposed Schedule & Cost

Session	Content	Format	Timeline	Cost
Overview	Overview of the Instructional Framework	Live	August 2020	\$1,700
Session 1: Setting Objectives & Providing Feedback	<ol style="list-style-type: none"> 1) Overview: 30-minute session 2) Asynchronous learning module 3) Tasks 4) Feedback (survey, discussion board) 5) Content review <ol style="list-style-type: none"> a) Sessions by school (9 live sessions, 1 hour each) 6) Coaching session 	Live Self-paced Self-paced Survey Live	September-October 2020	\$10,000
Session 2: Reinforcing Effort & Providing Recognition	<ol style="list-style-type: none"> 1) Overview: 30-minute session 2) Asynchronous learning module 3) Tasks 4) Feedback (survey, discussion board) 5) Content review <ol style="list-style-type: none"> a) Sessions by school (9 live sessions, 1 hour each) 6) Coaching session 	Live Self-paced Self-paced Survey Live	November 2020-January 2021	\$10,000
Session 3: Cooperative Learning	<ol style="list-style-type: none"> 1) Overview: 30-minute session 2) Asynchronous learning module 3) Tasks 4) Feedback (survey, discussion board) 5) Content review 	Live Self-paced Self-paced Survey	February – May 2021	\$10,000

	a) Sessions by school (9 live sessions, 1 hour each) 6) Coaching session	Live		
Additional live Zoom sessions	Content TBD as needed by school/grade band	Live	As Needed	TBD
Materials	Tools for CITW book (\$27.96 each). Quantity: 270 <i>Price Includes Shipping & Handling</i>			\$8,000
Total:				\$39,700

Our Commitment

As a non-profit, mission-driven organization, we are committed to the success of everyone with whom we work, viewing them not as customers, but rather, as *partners* in our mission to transform teaching, learning, and leading so students everywhere may flourish. In short, we measure our own success by the success of our partners and the students they serve. We would welcome the opportunity to partner with Gadsden County Schools and look forward to continuing the conversation with you.

Appendix A: Classroom Instruction that Works Workshop Description

Tools for Classroom Instruction That Works: Classroom-Ready Techniques for Increasing Student Achievement

Aligned with McREL’s renowned *Classroom Instruction That Works* strategies and framework, this **two-day workshop** will deliver an intensive learning, working, and planning session for classroom teachers, instructional coaches, teacher mentors, principals and assistant principals, and central office PD leaders.

This workshop will help participants raise student achievement in the classroom by focusing on **crafting dynamic learning activities supported by the best research on effective instruction**. Participants will gain valuable insights and practical tools and strategies for delivering engaging instruction that makes a difference in students’ learning.

In this workshop, participants will learn:

- **Nine categories of instructional strategies** that research shows have the strongest connections to higher levels of student learning and success.
- **Practical classroom tools and activities** that are aligned to and supported by each of the nine instructional strategies.
- Specific strategies and tools that **create a classroom environment for learning** that allows students to flourish.
- Specific strategies and tools that **help students develop understanding** of new content and concepts.
- Specific strategies and tools that **help students extend and apply their new knowledge** to other situations and challenges.
- **Tech tools** participants can use in the classroom to promote engaging and meaningful learning.

Participant Session Sample Agenda:

Day 1:

- The Evolution of a Revolution
 - Understanding the Power of Research (CITW Framework)
 - Classroom-Ready Tools: How We Can Achieve Results—Tomorrow
- Creating the Environment for Learning
 - Clarifying Learning Objectives
 - Developing Self-Directed Students
 - Building a Classroom Community
- Reflection, Q&A, and Feedback

Day 2:

- Helping Students Develop Understanding
 - Understanding “Understanding”
 - Two Kinds of Understanding: Declarative and Procedural
 - How Do We Develop Student Understanding in the Classroom?
- Helping Students Extend and Apply Learning
 - Moving Beyond Understanding: What Does It Really Mean to Extend and Apply Learning? What Does It Look Like in the Classroom?
 - Moving Beyond the Test: The Importance of Real-World Problem-Solving
 - Tools for Helping Students Extend and Apply Learning
- Reflection and Application: Developing a Plan of Action

Coach Session Sample Agenda:

Day 1:

- Expectations as a Coach of the Instructional Strategies
 - Capacity building within the school/district
- Review of Classroom Instruction that Works
 - Clearly articulating what the strategies will look and sound like in the classrooms and how to support the educators
- Building Confidence with the Categories, Strategies, and Tools

Facilitator Session Sample Agenda:

Day 1:

- Working with Adult Learners
 - Success when working with adult learners
- Materials and Commitments
 - Activity Guides
 - Table Tents
 - Books
- Planning for the School Year
 - Spending time to create a calendar that supports implementation of the strategies
- Prep and Practice
 - In triads practice reviewing the content in order to train other educators
- Presentations and Feedback

Celebration of the completion of certification.



4601 DTC Boulevard, Suite 500 • Denver, Colorado 80237 • 800.858.6830
www.mcrel.org

AGREEMENT # LC-18-0143

Date: June 21, 2018

Client: Indian River County Schools
6500 57th Street
Vero Beach, FL 32967
Contact: Dr. Mark Rendell
772-564-3000
Mark.rendell@indianriverschools.org

McREL: McREL International
4601 DTC Boulevard, Suite 500
Denver, Colorado 80237-2596
Contact: Kent Davis
303.632.5537 – direct
kdavis@mcrel.org

This Agreement is between Indian River County Schools ("Client") and McREL International identified above ("McREL").

ARTICLE I

Purpose and Scope of Work

1.1 The purpose of this Agreement is to engage McREL to perform the services described in the Scope of Work attached hereto as Schedule A and made a part hereof.

1.2 McREL shall at all times act in good faith and use its best efforts to perform all of the work provided for in this Agreement.

ARTICLE II

Payments to McREL

2.1 Client shall pay, on a fixed-price basis, for all products and services provided by McREL under this Agreement, the sum of \$39,073 (US Dollars). (Thirty-Nine Thousand Seventy-Three Dollars).

2.2 Payments to McREL shall be made at the times, in the manner and upon the conditions set forth in the Payment Schedule attached hereto as Schedule B and made a part hereof.

ARTICLE III

Term and Termination

3.1 The period of this Agreement shall be from July 1, 2018 through June 30, 2019.

3.2 This Agreement may be terminated in whole or in part, at any time and for cause, by either party at its discretion or for its convenience, upon at least 30 days' prior written notice to the other party. In the event of such termination, McREL shall be compensated under this Agreement through the effective date of termination, provided a final invoice is received by Client no later than 60 days after such date.

3.3 In the event of any breach of this Agreement by either party, or in the event either party is unable to perform any substantial part of this Agreement, this Agreement may be terminated immediately by either party by written notice to the other.

3.4 If this Agreement is terminated by reason of a breach by either party, the other party shall be entitled to all available legal, equitable and administrative remedies for such breach, including without limitation, the right to all damages resulting from such breach and the right to an injunction restraining or compelling action in accordance with this Agreement.

ARTICLE IV

Reports and Audit

4.1 Client and any of its duly authorized representatives, shall have full and timely access to all books, documents, papers, records and accounts of McREL that are pertinent to this Agreement for the purpose of conducting such audits and examinations, or of making such excerpts or copies, as the examining party deems appropriate. Each party shall bear all of its own expenses in connection with any such audit, examination or copying, unless any such audit or examination reveals any breach of this Agreement by McREL or negligence of McREL, in which event McREL shall bear all costs of such audit or examination in addition to any other damages or liabilities resulting from such breach or negligence.

ARTICLE V

Ownership, Intellectual Property, and Pre-existing Works

5.1 In connection with the Scope of Work shown on Schedule A, McREL shall retain all right, title and interest to its intellectual property embodied in or by such work, and to its pre-existing works, technology and processes, consultations, trainings, analyses, theories, models, publications, research, evaluations, or assessments.

5.2 Right to Publish - Pursuant to the Scope of Work shown on Schedule A, McREL may publish scholarly work(s) derived from its work undertaken in connection with this Agreement, subject to the terms of paragraph 6.5.

ARTICLE VI

General Provisions

6.1 McREL represents and warrants as follows:

(a) McREL is incorporated in and in good standing with the state of Colorado and is duly authorized to conduct business and is in good standing in each other state in which it shall conduct any activities under this Agreement.

(b) McREL has full power and authority to enter into this Agreement and carry out all of its terms and provisions.

(c) This Agreement has been duly authorized by all necessary institutional action and represents the legally binding and fully enforceable obligation of McREL, and the persons entering into and executing this Agreement on behalf of McREL are fully authorized to do so.

(d) No part of this Agreement or of any activity to be undertaken by McREL hereunder shall violate or otherwise be inconsistent with any provision of

- (i) any judicial or administrative order or ruling applicable to McREL, or
- (ii) any statute, rule or regulation applicable to McREL or to McREL's activities under this Agreement.

6.2 In connection with its performance of this Agreement, McREL shall comply with all applicable Federal and state laws, regulations, standards, orders and requirements.

6.3 All notices, reports and other written communications to either party under this Agreement shall be hand delivered or shall be mailed, postage prepaid, by first-class, registered or certified mail, or sent by private courier or express company, to the address noted for each party at the beginning of this Agreement, or shall be transmitted by fax to the number noted for each party. Delivery shall be deemed to have occurred on the earlier of actual receipt by the recipient or, in the case of mailing, three days after deposit with the United States Postal Service. Either party may change its address or fax number for purposes of this Agreement at any time by written notice to the other party.

6.4 Indemnification - McREL hereby agrees that it will release, hold harmless, indemnify and defend Client from and against any and all loss, liability, claims, torts, legal action, costs and legal fees arising from claims of third parties for infringement relating to the materials prepared by McREL under this Agreement. Client hereby agrees that it will release, hold harmless, indemnify and defend McREL from and against any and all loss, liability, claims, torts, legal action, costs and legal fees arising from claims of third parties, other than for infringement, relating to use of the materials and/or any products or services sold or offered by Client.

6.5 Confidentiality - Both parties agree to treat any information provided to each by the other in connection with this Agreement as confidential, except that either party may disclose the existence of the Agreement (excluding its terms and conditions) and specifically agrees that it shall not use such information other than in connection with this Agreement and shall not disclose such information to any third party without the other party's consent. These limitations shall not apply to any information 1) which is rightfully disclosed to either party by a third party without obligation of confidentiality; 2) which was in the possession of either party prior to receipt thereof from the other party; 3) which is disclosed to such party's counsel or other confidential advisors or to a court, arbitration panel, administrative tribunal or other similar body; 4) which is compelled to be disclosed by a court, arbitration panel, administrative tribunal or other similar body; or by statute(s) or 5) which is within the public domain, or enters the public domain

through no fault of the receiving party. Both parties further agree that all confidentiality commitments hereunder shall survive any termination or expiration of the Agreement.

6.6 In performing its services hereunder, McREL is an independent contractor. Nothing herein shall create any partnership or joint venture between the parties or be construed as establishing any employment relationship. McREL shall have no authority to speak for, act on behalf of or in any way bind or obligate Client, except as may be otherwise expressly provided herein.

6.7 This Agreement may not be amended, modified or supplemented except by a written instrument signed by the party sought to be bound thereby.

6.8 McREL may not assign all or any portion of this Agreement, or any of its rights, powers, duties or obligations hereunder, without the express written consent of Client.

6.9 This document, together with all schedules, contains the entire Agreement of the parties with respect to the subject matter hereof and supersedes all prior communications, representations and Agreements.

6.10 Neither party shall limit or exclude any person from participation in any activity under this Agreement on the basis of race, color, creed, national origin, sex or disability.

6.11 This Agreement is made in Denver, Colorado and shall be governed by the laws of the State of Colorado. The parties consent to venue in the courts of either Arapahoe County, Colorado or Denver County, Colorado with respect to any dispute arising hereunder.

6.12 All notices shall be in writing and sent to the following addresses:

Indian River County Schools
6500 57th Street
Vero Beach, FL 32967
Dr. Mark Rendell
772-564-3000
Mark.rendell@indianriverschools.org


McREL International (McREL)
4601 DTC Boulevard, Suite 500
Denver, Colorado 80237
ATTN: Sue Desch, Chief Financial Officer
Phone: 303.337.0990
Email: sdesch@mcrel.org

6.13 Presenter(s) may not be recorded in, with, or by any audio and/or video media without prior written consent from McREL. Such consent is in McREL's absolute discretion. Any consent, if granted, will be valid only for a specific, identified engagement and can be used only for Client's internal purposes unless explicitly indicated otherwise in writing.

6.14 Presenter(s) and/or dates may be subject to change; however, McREL will use its best efforts to schedule the staff as shown and hold to the dates as indicated herein.

IN WITNESS WHEREOF the parties have executed this Agreement on the dates set forth below to be effective as of the date first above written.

Indian River County Schools




Signature
Mark J. Rendell

Name
Superintendent

Title
6/28/2018

Date

McREL International



Signature
Susan Desch

Name
CFO

Title
6/28/18

Date

Schedule A
Scope of Work

SERVICES TO BE PROVIDED

McREL International's Balanced Leadership professional learning experiences are designed to help adult learners transform their professional practices. We configure our professional learning opportunities within a consortium model; we typically begin our professional learning engagements with an overview of research-based insights into effective school-level leadership followed by in-depth modules/sessions aligned with the Balanced Leadership Framework, including: Managing Change, Developing a Purposeful Community, and Focus of Leadership.

Session 1: Balanced Leadership Overview & Managing Change

Length: 2 days

Balanced Leadership Overview

Length: ½ day

Audience: Principals, Assistant Principals, District Leadership Team

In this module, leaders learn about McREL's research-based findings that link school-level leadership practices with higher levels of student achievement. As a result of a meta-analytic study focused on principal leadership, McREL discovered that there is a significant and quantifiable relationship between the actions of school-level leaders and student achievement. McREL identified the 21 school-level leadership responsibilities and 66 associated practices tied to increased levels of student achievement.

Participants gain:

- Increased understanding of how school leadership practices impact student achievement.
- Increased awareness of how well leadership practices reflect the behaviors of highly effective leaders.
- Practical tools for fulfilling leadership behaviors that positively impact student achievement and continuous school improvement.

Managing Change

Length: 1 and 1/2 days

Audience: Principals, District Leadership Team

This module helps leaders predict potential obstacles to change, proactively plan for change, and engage stakeholders to achieve better results. Leadership responsibilities associated with first- and second-order change are defined and discussed. Participants learn how to initiate, monitor, and lead change effectively by applying McREL's four phases of change: *Create Demand, Implement, Monitor and Evaluate, and Manage Personal Transitions*.

Participants gain:

- Increased understanding of research-based leadership responsibilities that support change.

- Increased awareness of how organizations change and how to plan for effective change.
- Practical tools and guidance for effectively managing change.

Session 2: Purposeful Community

Length: 2 days

Audience: Principals, District Leadership Team

In this highly interactive module, participants engage in a variety of hands-on learning experiences that prepare them to create a “purposeful community” committed to working together to achieve continuous improvement in their own schools. Participants gain a deep understanding of the importance of creating a purposeful community, which is defined as: a community with the collective efficacy and capability to develop and use assets to accomplish purposes and produce outcomes that matter to all community members through agreed-upon processes.

Participants gain:

- Deeper understanding of the relationship between a purposeful community, its four key elements, and how they work together to increase student achievement.
- Practical tools and guidance for creating a purposeful community in their own schools.
- Knowledge to demonstrate the leadership responsibilities and actions required to build a purposeful community.

Session 3: The Focus of School-Level Leadership

Length: 2 days

Audience: Principals, District Leadership Team

In this module, we help school-level leaders understand critical leverage points for change and the consistent, research-based pathways that all schools take to improve student outcomes. This helps participants identify classroom practices, school practices, and student supports needed to improve achievement as viewed through the lens of McREL’s *What Matters Most Framework*.

Participants gain:

- Understanding of the important relationship between the focus of leadership and student achievement.
- Knowledge of the *What Matters Most Framework* and where their own school is on a pathway to high performance.
- Knowledge and skills for keeping their schools focused on solving the right problems and finishing what they start.

MATERIALS

Participant manuals will be provided for each session by McREL. This proposal includes participant manuals for 65 participants for the Overview, and 30 participants for the remaining sessions.

COSTS

Item	Description	Cost
Balanced Leadership Program	<ol style="list-style-type: none"> 1. <i>Balanced Leadership Professional Learning</i> Three (3) Sets of 2-day onsite sessions with a McREL Consultant Session 1: July 26-27, 2018 Session 2: October 17-18, 2018 Session 3: February 27-28, 2019 2. Participant materials for 65 for the Overview, and 30 for Managing Change, Purposeful Community & Focus of Leadership sessions 3. Technical assistance with a McREL Consultant to provide support 1 full day onsite: March 1, 2018 24 hours via phone/webinar 	\$39,073 <i>Cost is inclusive of travel & expenses</i>

OUR COMMITMENT

As a non-profit, mission-driven organization, we are committed to the success of everyone with whom we work, viewing them not as customers, but rather, as *partners* in our mission to transform teaching, learning, and leading so students everywhere may flourish. In short, we measure our own success by the success of our partners and the students they serve. We would welcome the opportunity to partner with the Indian River County Schools and look forward to continuing the conversation with you.

Schedule B

Payment Schedule

Client shall pay, on a fixed-price basis, for all products, services, and travel provided by McREL under this Agreement, the sum of \$39,073 (Thirty-Nine Thousand Seventy-Three Dollars) as follows:

July 27, 2018	\$19,536.50
October 18, 2018	\$ 9,768.25
February 28, 2019	\$ 9,768.25



AGREEMENT # LC-18-0237

Date: October 22, 2018

Client: Indian River County Schools
6500 57th Street
Vero Beach, FL 32967
Contact: Dr. Mark Rendell
772-564-3000
Mark.rendell@indianriverschools.org

McREL: McREL International
4601 DTC Boulevard, Suite 500
Denver, Colorado 80237-2596
Contact: Kent Davis
303.632.5537 – direct
kdavis@mcrel.org

This Agreement is between Indian River County Schools ("Client") and McREL International identified above ("McREL").

ARTICLE I

Purpose and Scope of Work

1.1 The purpose of this Agreement is to engage McREL to perform the services described in the Scope of Work attached hereto as Schedule A and made a part hereof.

1.2 McREL shall at all times act in good faith and use its best efforts to perform all of the work provided for in this Agreement.

ARTICLE II

Payments to McREL

2.1 Client shall pay, on a fixed-price basis, for all products and services provided by McREL under this Agreement, the sum of \$8800 (Eight Thousand, Eight Hundred Dollars).

2.2 Payments to McREL shall be made at the times, in the manner and upon the conditions set forth in the Payment Schedule attached hereto as Schedule B and made a part hereof.

ARTICLE III

Term and Termination

3.1 The period of this Agreement shall be from April 1, 2019 through June 30, 2019.

3.2 This Agreement may be terminated in whole or in part, at any time and for cause, by either party at its discretion or for its convenience, upon at least 30 days' prior written notice to the other party. In the event of such termination, McREL shall be compensated under this Agreement through the effective date of termination, provided a final invoice is received by Client no later than 60 days after such date.

3.3 In the event of any breach of this Agreement by either party, or in the event either party is unable to perform any substantial part of this Agreement, this Agreement may be terminated immediately by either party by written notice to the other.

3.4 If this Agreement is terminated by reason of a breach by either party, the other party shall be entitled to all available legal, equitable and administrative remedies for such breach, including without limitation, the right to all damages resulting from such breach and the right to an injunction restraining or compelling action in accordance with this Agreement.

ARTICLE IV

Reports and Audit

4.1 Client and any of its duly authorized representatives, shall have full and timely access to all books, documents, papers, records and accounts of McREL that are pertinent to this Agreement for the purpose of conducting such audits and examinations, or of making such excerpts or copies, as the examining party deems appropriate. Each party shall bear all of its own expenses in connection with any such audit, examination or copying, unless any such audit or examination reveals any breach of this Agreement by McREL or negligence of McREL, in which event McREL shall bear all costs of such audit or examination in addition to any other damages or liabilities resulting from such breach or negligence.

ARTICLE V

Ownership, Intellectual Property, and Pre-existing Works

5.1 In connection with the Scope of Work shown on Schedule A, McREL shall retain all right, title and interest to its intellectual property embodied in or by such work, and to its pre-existing works, technology and processes, consultations, trainings, analyses, theories, models, publications, research, evaluations, or assessments.

5.2 Right to Publish - Pursuant to the Scope of Work shown on Schedule A, McREL may publish scholarly work(s) derived from its work undertaken in connection with this Agreement, subject to the terms of paragraph 6.5.

ARTICLE VI

General Provisions

6.1 McREL represents and warrants as follows:

(a) McREL is incorporated in and in good standing with the state of Colorado and is duly authorized to conduct business and is in good standing in each other state in which it shall conduct any activities under this Agreement.

(b) McREL has full power and authority to enter into this Agreement and carry out all of its terms and provisions.

(c) This Agreement has been duly authorized by all necessary institutional action and represents the legally binding and fully enforceable obligation of McREL, and the persons entering into and executing this Agreement on behalf of McREL are fully authorized to do so.

(d) No part of this Agreement or of any activity to be undertaken by McREL hereunder shall violate or otherwise be inconsistent with any provision of

- (i) any judicial or administrative order or ruling applicable to McREL, or
- (ii) any statute, rule or regulation applicable to McREL or to McREL's activities under this Agreement.

6.2 In connection with its performance of this Agreement, McREL shall comply with all applicable Federal and state laws, regulations, standards, orders and requirements.

6.3 All notices, reports and other written communications to either party under this Agreement shall be hand delivered or shall be mailed, postage prepaid, by first-class, registered or certified mail, or sent by private courier or express company, to the address noted for each party at the beginning of this Agreement, or shall be transmitted by fax to the number noted for each party. Delivery shall be deemed to have occurred on the earlier of actual receipt by the recipient or, in the case of mailing, three days after deposit with the United States Postal Service. Either party may change its address or fax number for purposes of this Agreement at any time by written notice to the other party.

6.4 Indemnification - McREL hereby agrees that it will release, hold harmless, indemnify and defend Client from and against any and all loss, liability, claims, torts, legal action, costs and legal fees arising from claims of third parties for infringement relating to the materials prepared by McREL under this Agreement. Client hereby agrees that it will release, hold harmless, indemnify and defend McREL from and against any and all loss, liability, claims, torts, legal action, costs and legal fees arising from claims of third parties, other than for infringement, relating to use of the materials and/or any products or services sold or offered by Client.

6.5 Confidentiality - Both parties agree to treat any information provided to each by the other in connection with this Agreement as confidential, except that either party may disclose the existence of the Agreement (excluding its terms and conditions) and specifically agrees that it shall not use such information other than in connection with this Agreement and shall not disclose such information to any third party without the other party's consent. These limitations shall not apply to any information 1) which is rightfully disclosed to either party by a third party without obligation of confidentiality; 2) which was in the possession of either party prior to receipt thereof from the other party; 3) which is disclosed to such party's counsel or other confidential advisors or to a court, arbitration panel, administrative tribunal or other similar body; 4) which is compelled to be disclosed by a court, arbitration panel, administrative tribunal or

other similar body; or by statute(s) or 5) which is within the public domain, or enters the public domain through no fault of the receiving party. Both parties further agree that all confidentiality commitments hereunder shall survive any termination or expiration of the Agreement.

6.6 In performing its services hereunder, McREL is an independent contractor. Nothing herein shall create any partnership or joint venture between the parties or be construed as establishing any employment relationship. McREL shall have no authority to speak for, act on behalf of or in any way bind or obligate Client, except as may be otherwise expressly provided herein.

6.7 This Agreement may not be amended, modified or supplemented except by a written instrument signed by the party sought to be bound thereby.

6.8 McREL may not assign all or any portion of this Agreement, or any of its rights, powers, duties or obligations hereunder, without the express written consent of Client.

6.9 This document, together with all schedules, contains the entire Agreement of the parties with respect to the subject matter hereof and supersedes all prior communications, representations and Agreements.

6.10 Neither party shall limit or exclude any person from participation in any activity under this Agreement on the basis of race, color, creed, national origin, sex or disability.

6.11 This Agreement is made in Denver, Colorado and shall be governed by the laws of the State of Colorado. The parties consent to venue in the courts of either Arapahoe County, Colorado or Denver County, Colorado with respect to any dispute arising hereunder.

6.12 All notices shall be in writing and sent to the following addresses:

Indian River County Schools
6500 57th Street
Vero Beach, FL 32967
Dr. Mark Rendell
772-564-3000
Mark.rendell@indianriverschools.org

McREL International (McREL)
4601 DTC Boulevard, Suite 500
Denver, Colorado 80237
ATTN: Sue Desch, Chief Financial Officer
Phone: 303.337.0990
Email: sdesch@mcrel.org

6.13 Presenter(s) may not be recorded in, with, or by any audio and/or video media without prior written consent from McREL. Such consent is in McREL's absolute discretion. Any consent, if granted, will be valid only for a specific, identified engagement and can be used only for Client's internal purposes unless explicitly indicated otherwise in writing.

6.14 Presenter(s) and/or dates may be subject to change; however, McREL will use its best efforts to schedule the staff as shown and hold to the dates as indicated herein.

IN WITNESS WHEREOF the parties have executed this Agreement on the dates set forth below to be effective as of the date first above written.

Indian River County Schools

Marilyn R. Ruff
Signature
Mark J. Rendell, Ed.D.
Name
Superintendent
Title
10/23/2018
Date

McREL International

Susan Desch
Signature
Susan Desch
Name
CFO
Title
10/24/18
Date

**Schedule A
Scope of Work**

The executive trainers' session provides an introduction to the four Balanced Leadership sessions (four days) and is intended to support school leaders who have attended the full session by providing additional training to assistant principals, leadership teams, and aspiring administrators.

One McREL consultant will provide two (2) days of Trainer of Trainer professional learning and two (2) days of Quality Assurance to help prepare the executive trainers to deliver the learned content.

Trainers will receive a facilitators manual, PowerPoints and supportive material for four trainers, and 25 copies of the one-day participant manuals for each of the four sessions.

Cost includes travel and materials.

Total Cost: \$8,800.00

Note: This cost necessitates modifying scope of work in Agreement # LC-18-0143. The technical assistance is reduced to 8 hours virtual support. The other 24 hours will be used to offset the cost of the trainer of trainer and quality assurance sessions.

Dates

May 28, 2018

ToT Session-Overview and Managing Change

Participants will learn the content for Overview and Managing Change sessions

May 29, 2018

Quality Assurance Session - Overview and Managing Change

ToTs will present content to McREL consultant on Overview and Managing Change

May 30, 2019

ToT Session - Purposeful Community and Focus of Leadership

Participants will learn the content for Purposeful Community and Focus of Leadership.

May 31, 2019

Quality Assurance Session - Purposeful Community and Focus of Leadership

ToTs will present content to McREL consultant on Purposeful Community and Focus of Leadership

Schedule B
Payment Schedule

Client shall pay, on a fixed-price basis, for all products, services, and travel provided by McREL under this Agreement, the sum of \$8800 (Eight Thousand, Eight Hundred Dollars) as follows:

June 31, 2019:	\$8800.00
----------------	-----------

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8b

DATE OF SCHOOL BOARD MEETING: October 27, 2020

TITLE OF AGENDA ITEM: Contract Between Stephen R. Winn and Associates and the
Gadsden County School Board

DIVISION: Administration

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

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

Board approval requested for Stephen R. Winn and Associates to provide governmental affairs and lobbying services for the Gadsden County School Board.

FUND SOURCE: General Fund

AMOUNT: \$1,000.00 Monthly Retainer Fee

PREPARED BY: Roger P. Milton

POSITION: Superintendent

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Stephen R. Winn and Associates
Governmental and Public Relations
1424 Ox Bottom Road
Tallahassee, FL 32312

(850) 251-0792 Cell
winnst@earthlink.net

(850) 878-3056 W
(850) 942-7538 Fax

October 1, 2020

RE: Governmental Affairs/Lobbying Services - Gadsden County School Board

The Honorable Roger P. Milton
Superintendent of Schools, Gadsden County
35 Martin Luther King Blvd
Quincy, FL 32351

Superintendent Milton:

Thank you again for the opportunity to become reacquainted with this distinguished school board and to make this proposal to become your consultant/lobbyist in Florida. I hope this outlined proposal meets your needs and provides for fair and equitable compensation for our firm.

The Organization

Stephen R. Winn & Associates (SRW) began its governmental affairs and public relations consultancy in 1974. Since its founding, the organization has expanded to provide an array of services for a diverse clientele, representing governmental entities, not-for-profit organizations and business interests across multiple sectors. Examples of such entities include the Gadsden County Sheriff's Office, the Florida Osteopathic Medical Association, GlaxoSmithKline (GSK), hospitals, The Florida Society of Hearing Health Care Professionals and Goldman Sachs to name a few. As we grew, the firm's governmental-relations product lines expanded to encompass an array of services, including project management, grant planning support and economic development.

Through our extensive networks and relationships with key policy makers in the Florida Legislature and throughout the State, we are able to develop and execute comprehensive strategies geared toward achieving client goals and objectives. Whether its public policy, securing funding through the legislature or other governmental agencies, project management or networking, our team of dedicated professionals have the experience necessary to fulfill and enhance your vision for Gadsden County Schools.

Our Team

Stephen R, Winn, President and CEO

Steve graduated from Florida State University in 1967 with a B.S. Degree in Hotel and Restaurant Management and a Minor in Military Science. He was a distinguished military graduate and served in the U.S. Army as a First Lieutenant on active duty from 1967-1969. He has been a Governmental Consultant and Legislative Lobbyist for over 45 years. Involved in statewide campaigns, he served as campaign coordinator for Gov. Reuben Askew and has been involved in many other state and local campaigns. In addition to managing Stephen R. Winn & Associates, Steve serves as Executive Director of the Florida Osteopathic Medical Association (FOMA), representing physicians in an evolving and complex health care policy climate.

Jason D. Winn, Esquire

Jason is a 1996 graduate of the University of Maryland and received his Juris Doctorate from Nova Southeastern University – Shepard Broad Law in Ft. Lauderdale, Florida. Mr. Winn was admitted to the Florida Bar in September 2001. From 2001 to 2004, Mr. Winn worked for the Assistant Public Defender in the Fifth Judicial Circuit where he conducted over 15 jury trials, numerous non-jury trials, and many hearings including, violations of probation, restitution, and early termination motions for defendants in Juvenile, Misdemeanor and Felony Court. Mr. Winn was also an adjunct professor at Lake Sumter Community College teaching Business Law during this time. In 2003, Mr. Winn was appointed by Governor Bush to serve a one-year term on the Judicial Nominating Commission for Judicial Compensation Judges. From 2004-2006 Mr. Winn worked for the law office of Clyde M. Taylor, Jr. focusing on both state and federal criminal defense and parole violation hearings. In 2006, he opened his own practice, where he is the managing partner and continues to focus on administrative, governmental, and association law. Mr. Winn currently serves as general counsel for the Florida Osteopathic Medical Association (FOMA), the Florida Podiatric Medical Association (FPMA), and the Florida Society of Hearing Healthcare Professionals (FSHHP), the Gadsden County Sheriff's Office (GCSO) and the Wakulla County Sheriff's Office (WCSO). He is a member of the Florida Bar, Tallahassee Bar, Legal Services of Florida, a member of the state Florida Association of Police Attorney's. As a member of the Tallahassee Bar, Mr. Winn volunteers his legal services to the Wakulla County Senior Citizens Center through the Legal Services of North Florida.

William Hightower

An "old timer" in Florida Politics and lifelong resident of Tallahassee, William graduated from Florida State University with a BS degree in Political Science in 1974. William began his career with the Secretary of State in 1970 while attending FSU. He served as a Research Assistant and Lobbyist for the Division of Corporations in the Secretary of State's Office prior to moving to the Florida House of Representatives in 1977, where he served as a Legislative Analyst and Staff Director until 1994. From 1995 to 1998, he worked with the Department of Environmental Protection as an Analyst and then moved to the Florida Alcohol and Substance Abuse Association in 1998. He joined the Florida Osteopathic Medical Association in 2002, serving as Director of Governmental Relations for 16-years. Although he has officially retired from the FOMA, William remains active in monitoring the legislative and regulatory process as a consultant.

Alex Golden

Alex Golden graduated from the University of South Florida in 1995, with a B.A. in International Studies. For twenty-years, Alex has operated Golden Consulting, a governmental relations and policy development firm based in Tallahassee. Since opening his consultancy, Alex has worked with a diverse clientele with policy interests spanning multiple sectors, including public education, health care, rural economic development, social services and mental health policy to name a few. For six-years, Alex has monitored the education budgeting process and policy development with regard to digital learning and instructional materials at the legislative and State Board of Education level. Early in his career, Alex interned for a lobbyist who represented school districts, monitoring district specific appropriation objectives and education policy initiatives.

How SRW Can Help

A robust strategic plan is a vital component to ensure the best possible outcome with regard to an organization's legislative and regulatory goals and objectives. SRW works closely with its clients to establish a comprehensive strategic plan focusing on the strengths of the proposed objective, developing clear coherent messaging and building broad-based support among other governmental and non-governmental entities. SRW's success over the years is a direct result of the high level of preparation and work generated on behalf of the client well ahead of the legislative session.

Our staff work diligently to ensure clients are regularly informed through scheduled communications on a consistent basis. Weekly reports are provided to all clients throughout the legislative session, informing clients of actions pertinent to their interests. After session, clients are kept informed of ongoing projects or regulatory meetings regularly.

Throughout the year, SRW is available to arrange client meetings with key policy makers in the Florida Legislature, the Governor's Office, Cabinet Officials, agency representatives and non-governmental entities. Such meetings are important, allowing the client to build considerable regulatory support.

The ongoing COVID-19 situation is having a significant impact on multiple sectors of our state. Many businesses are scaling back operations, laying off employees or closing. As a result of the economic devastation, state and local tax revenue shortfalls are inevitable. To overcome this new reality, the Florida Legislature and local government will have to search for creative solutions to fund critical government services at a time when they are needed most.

Presently, schools are being asked to be safely open to students, posing serious challenges to the districts, particularly surrounding the additional costs associated with safety and reopening. The loss of vital tax revenue and increasing budgetary pressure on the districts, will be a major point of consideration for the Governor and legislators during the 2021 Legislative Session and future sessions.

As a rural district with limited resources, it's critical for Gadsden County Schools to begin the process of planning ahead of the session, to ensure vital services are adequately supported. SRW will work diligently to build statewide support and partnerships to enhance funding where possible, mitigate potential budget cuts and explore alternative solutions to fund needed services and capital improvements.

The following is an example of an innovative measure presently under consideration to fund construction of a new high school closer to Quincy:

- Establish partnerships with Tallahassee Community College (TCC), the Department of Economic Opportunity and others to secure construction funding through the Disaster Recovery Community Development Block Grant (CDBG-DR) Program;
- TCC could assume ownership of the old property to support program expansions on behalf of the *Florida Public Safety Institute*;
- SRW would work with the Governor to generate interest in declaring the project a major priority.
- The School Board may want to hire a specialty vendor to assist with FEMA COVID-19 and HUD CDBG-DR available funds.
- A major HUD project could provide funding for a new high school facility in the central region of the county.

I. **SCOPE OF SERVICES**

Stephen R. Winn & Associates will coordinate all aspects of Gadsden County Schools governmental affairs program, advocating for and supporting the Board's policy and funding objectives. Services include:

- In consultation with the client, develop a comprehensive strategic plan to achieve legislative and regulatory goals and objectives;
- Build strategic relationships with policy makers and other organizations to develop an executable governmental affairs strategy geared toward achieving client-centered goals;
- Provide advocacy services on behalf of the client. Lobby the Legislature, Governor and relevant agencies to adopt policies or programs in-line with client objectives;
- Organize meetings and introduce client to key policy makers in the Florida Legislature, Executive Branch, Department of Education and other relevant State Agencies as needed;
- Monitor State Board of Education meetings and work directly with the Department of Education as required.
- Provide guidance and governmental relations assistance with grant requests and other project initiatives as requested;
- Provide comprehensive reporting concerning legislation, rules, State Board of Education meetings and assigned projects. Reports will be provided on a monthly basis and are due by the end of the month. Legislative updates will be provided on a weekly basis during the legislative session.

II. INDEPENDENT CONTRACTOR.

It is mutually agreed and understood that the services provided by Consultant to School Board pursuant to this Agreement are rendered by the Consultant to School Board as an independent contractor, and nothing contained in this Agreement shall be construed as creating an employer/employee, partnership, joint venture, or principal/agent relationship between School Board and Consultant. In this regard, neither the Consultant nor any of Consultant's agents, representatives, employees or independent contractors shall be deemed to be employed by School Board for purposes of any tax or contribution levied by, under or in accordance with any federal, state or local laws with respect to employment or compensation for employment, or for any purpose whatsoever. In addition, neither Consultant nor any of its employees, agents, representatives, or independent contractors shall be entitled to any fringe benefits, including participation in any health insurance, dental, retirement, or any other defined benefit or deferred compensation plans established or offered by School Board to or for the benefit of any of the School Board's employees. Consultant shall render services hereunder as an independent contractor, and any duties of Consultant arising out of this Agreement shall be owed solely to School Board (or its Affiliates) and not for the benefit of any third parties. Consultant shall not have any right or authority during the Term to assume or create any obligations or responsibility, expressed or implied, on behalf of or in the name of School Board (or any of its Affiliates) in any way. Consultant covenants and agrees with School Board that Consultant shall pay when due all taxes or contributions levied by, or in accordance with, any federal, state or local law due with respect to any of Consultant's employees, agents or independent contractors for any and all purposes whatsoever.

III. COMPENSATION

As compensation for our services from October 1, 2020 until September 30, 2021, we propose a monthly retainer in the amount of \$1000.00 per month. This agreement will automatically renew annually unless canceled by the Gadsden County School Board. Either party may terminate this agreement without penalty with a thirty-day written notice of cancellation.

IV. NON-APPROPRIATION CLAUSE:

The School Board's performance and obligation to pay under this Agreement is contingent upon an annual appropriation by the School Board and the availability of funds to pay for the goods and services in this Agreement. The School Board shall be the final authority as to what constitutes an annual appropriation and the availability of funds necessary to continue funding this Agreement. If such funds are not appropriated or available for this Agreement and this Agreement is terminated, such action will not constitute a default by the School Board. The Consultant will be provided reasonable notice if funds are not appropriated or available. Notwithstanding any such termination, the School Board shall remain obligated to pay for all purchase orders for products or services fulfilled by the Consultant prior to the termination notice.

V. NOTICES. All notices, consents, demands, or other communications required or permitted to be given pursuant to this Agreement shall be in writing by e-mail and hard copy, and shall be deemed sufficiently given and received on: (i) the day on which delivered personally or via facsimile transfer during a business day to the appropriate location(s) listed below; (ii) one (1) business day after delivered to a nationally recognized overnight delivery service such as Federal Express or Airborne Express for overnight delivery to the appropriate location(s) listed below; or (iii) three (3) business days after the posting thereof by United States registered or certified first class mail, return receipt requested with postage and fees prepaid and addressed as follows:

If to BOARD:

Superintendent of Schools
35 Martin Luther King Blvd.
Quincy, Florida 32351

With a copy to:

Director of Finance
35 Martin Luther King Blvd.
Quincy, Florida 32351

If to Stephen R. Winn &
Associates:

With a copy to:

Any party may change his, her or its address and/or the address of the entity copied on his, her or its behalf upon written notice to all other Parties.

VI. PUBLIC RECORDS

The School Board is required to comply with the Florida Public Records Law, Chapter 119, Florida Statutes, in the performance of its duties under this contract and will specifically:

- a. Keep and maintain public records required by the School Board to perform the service.
- b. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in the Chapter 119, Florida Statutes or as otherwise provided by law.
- c. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the Agreement if the Consultant does not transfer the records to the School Board.
- d. Upon completion of the contact, transfer, at no cost, to the School Board all public records in possession of Consultant or keep and maintain public records required by the School Board to perform the service. If the Consultant transfers all public records to the School Board upon completion of the contract, the Consultant shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Consultant keeps and maintains public records upon completion of the contract, the Consultant shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request of the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.
- e. The failure of the Consultant to comply with the provisions set forth herein shall constitute a default and material breach of this Agreement, which may result in immediate termination, with no penalty to the School Board.

IF CONSULTANT HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE _CONSULSTANT'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THE AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS

VII. WAIVER

No delay or failure on the part of any Party hereto in exercising any right, power or privilege under this Agreement shall impair any such right, power or privilege or be construed as a waiver or acquiescence thereto; nor shall any single or partial exercise of any right, power or privilege preclude any other or further exercise thereof or the exercise of any other right, power or privilege. No waiver shall be valid against any Party, unless made in writing and signed by the Party against whom enforcement of such waiver is sought and then only to the extent expressly specified therein.

VIII. GOVERNING LAW AND VENUE.

This Agreement shall be governed by and construed in accordance with the laws of the State of Florida. The Parties agree that the Circuit Court for the Second Judicial Circuit, Gadsden County, Florida (hereinafter the "Court"), shall have sole and exclusive jurisdiction to enforce the terms of this Agreement, and agree that they will present any disputes under this Agreement, including, without limitation, any claims for breach or enforcement of this Agreement, exclusively to the Court. Each of the Parties consents to the jurisdiction of the Court, acknowledges that the Court has jurisdiction over this Agreement, and that the Court shall retain jurisdiction for the purposes of implementing and enforcing the terms of this Agreement

IX. DESCRIPTIVE HEADINGS.

The headings used herein are descriptive only and for the convenience of identifying provisions and are not determinative of the meaning or effect of any such provision.

X. ENTIRE AGREEMENT.

This Agreement constitutes and contains the entire agreement and understanding between the Parties with respect to the subject matter herein and supersedes and replaces all prior negotiations and proposed agreements, written or oral. The Parties acknowledge that no representations, inducements, promises, or agreements have been made by or on behalf of any Party, except those covenants and agreements embodied in this written Agreement. Any amendment or modification of this Agreement, or any waiver of its terms, in order to be binding, must be written and signed by the Parties hereto.

The School Board of Gadsden County, FL

Signature:

Signature:

Print Name: _____

Print Name:

Title: Superintendent

Title:

Date:

Date:

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9a

DATE OF SCHOOL BOARD MEETING: October 27, 2020

TITLE OF AGENDA ITEM: Request to Approve the 2020-2021 Five Year Work Plan

DIVISION: Facilities Department

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

PURPOSE AND SUMMARY OF ITEM: The District is required to submit annually to the Florida Department of Education an accurate, complete and balanced capital outlay plan that is financially feasible. The first year (2020-2021) of the work plan is the District's capital outlay budget and the Work Plan continues through 2024-2025. This Board request is to certify the attached Work Plan.

FUND SOURCE: varies

AMOUNT: varies

PREPARED BY: Bill Hunter

POSITION: Facilities Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered

CHAIRMAN'S SIGNATURE: page(s) numbered

REVIEWED BY:

INTRODUCTION

The 5-Year District Facilities Work Program is a very important document. The Department of Education, Legislature, Governor's Office, Division of Community Planning (growth management), local governments, and others use the work program information for various needs including funding, planning, and as the authoritative source for school facilities related information.

The district's facilities work program must be a complete, balanced capital outlay plan that is financially feasible. The first year of the work program is the districts capital outlay budget. To determine if the work program is balanced and financially feasible, the "Net Available Revenue" minus the "Funded Projects Costs" should sum to zero for "Remaining Funds".

If the "Remaining Funds" balance is zero, then the plan is both balanced and financially feasible.
 If the "Remaining Funds" balance is negative, then the plan is neither balanced nor feasible.
 If the "Remaining Funds" balance is greater than zero, the plan may be feasible, but it is not balanced.

Summary of revenue/expenditures available for new construction and remodeling projects only.

	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	Five Year Total
Total Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Total Project Costs	\$0	\$0	\$0	\$0	\$0	\$0
Difference (Remaining Funds)	\$0	\$0	\$0	\$0	\$0	\$0

District GADSDEN COUNTY SCHOOL DISTRICT

Fiscal Year Range

CERTIFICATION

By submitting this electronic document, we certify that all information provided in this 5-year district facilities work program is accurate, all capital outlay resources are fully reported, and the expenditures planned represent a complete and balanced capital outlay plan for the district. The district Superintendent of Schools, Chief Financial Officer, and the School Board have approved the information contained in this 5-year district facilities work program; they certify to the Department of Education, Office of Educational Facilities, that the information contained herein is correct and accurate; they also certify that the plan has been developed in coordination with the general purpose local governments as required by §1013.35(2) F.S. We understand that any information contained in this 5-year district facilities work program is subject to audit by the Auditor General of the State of Florida.

Date of School Board Adoption

Work Plan Submittal Date

DISTRICT SUPERINTENDENT

CHIEF FINANCIAL OFFICER

DISTRICT POINT-OF-CONTACT PERSON

JOB TITLE

PHONE NUMBER

E-MAIL ADDRESS

Expenditures

Expenditure for Maintenance, Repair and Renovation from 1.50-Mills and PECO

Annually, prior to the adoption of the district school budget, each school board must prepare a tentative district facilities work program that includes a schedule of major repair and renovation projects necessary to maintain the educational and ancillary facilities of the district.

Item	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
HVAC	\$100,000	\$60,000	\$60,000	\$60,000	\$60,000	\$340,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Flooring	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$300,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Roofing	\$30,000	\$10,000	\$10,000	\$10,000	\$10,000	\$70,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Safety to Life	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Fencing	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Parking	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$50,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Electrical	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Fire Alarm	\$12,010	\$10,000	\$10,000	\$10,000	\$10,000	\$52,010
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Telephone/Intercom System	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					

Closed Circuit Television	\$0	\$0	\$0	\$0	\$0	\$0
Locations:	No Locations for this expenditure.					
Paint	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Maintenance/Repair	\$850,000	\$906,637	\$992,357	\$1,078,285	\$1,110,634	\$4,937,913
Locations:	CARTER-PARRAMORE ALTERNATIVE SCHOOL, CHATTAHOOCHEE ELEMENTARY, GADSDEN COUNTY HIGH SCHOOL, GADSDEN ELEMENTARY MAGNET SCHOOL, GADSDEN TECHNICAL INSTITUTE, GEORGE W MUNROE ELEMENTARY, GREENSBORO ELEMENTARY SCHOOL (NEW), GREYNA ELEMENTARY, HAVANA PK-08 SCHOOL, JAMES A SHANKS MIDDLE SCHOOL, M D WALKER ADMINISTRATIVE CENTER, STEWART STREET ELEMENTARY, TRANSPORTATION CENTER, WEST GADSDEN MIDDLE SCHOOL					
Sub Total:	\$1,125,010	\$1,114,637	\$1,200,357	\$1,286,285	\$1,318,634	\$6,044,923

PECO Maintenance Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
1.50 Mill Sub Total:	\$1,125,010	\$1,114,637	\$1,200,357	\$1,286,285	\$1,318,634	\$6,044,923

No items have been specified.

Total:	\$1,125,010	\$1,114,637	\$1,200,357	\$1,286,285	\$1,318,634	\$6,044,923
---------------	--------------------	--------------------	--------------------	--------------------	--------------------	--------------------

Local 1.50 Mill Expenditure For Maintenance, Repair and Renovation

Anticipated expenditures expected from local funding sources over the years covered by the current work plan.

Item	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
Remaining Maint and Repair from 1.5 Mills	\$1,125,010	\$1,114,637	\$1,200,357	\$1,286,285	\$1,318,634	\$6,044,923
Maintenance/Repair Salaries	\$720,530	\$720,530	\$720,530	\$720,530	\$720,530	\$3,602,650
School Bus Purchases	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$625,000
Other Vehicle Purchases	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$175,000
Capital Outlay Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Rent/Lease Payments	\$0	\$0	\$0	\$0	\$0	\$0
COP Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
Rent/Lease Relocatables	\$0	\$0	\$0	\$0	\$0	\$0
Environmental Problems	\$0	\$0	\$0	\$0	\$0	\$0
s.1011.14 Debt Service	\$201,367	\$201,367	\$201,367	\$201,367	\$201,367	\$1,006,835
Special Facilities Construction Account	\$0	\$0	\$0	\$0	\$0	\$0
Premiums for Property Casualty Insurance - 1011.71 (4a,b)	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$5,000,000
Qualified School Construction Bonds (QSCB)	\$0	\$0	\$0	\$0	\$0	\$0

Qualified Zone Academy Bonds (QZAB)	\$0	\$0	\$0	\$0	\$0	\$0
Skyward	\$110,348	\$110,348	\$110,348	\$110,348	\$110,348	\$551,740
Local Expenditure Totals:	\$3,317,255	\$3,306,882	\$3,392,602	\$3,478,530	\$3,510,879	\$17,006,148

Revenue

1.50 Mill Revenue Source

Schedule of Estimated Capital Outlay Revenue from each currently approved source which is estimated to be available for expenditures on the projects included in the tentative district facilities work program. All amounts are NET after considering carryover balances, interest earned, new COP's, 1011.14 and 1011.15 loans, etc. Districts cannot use 1.5-Mill funds for salaries except for those explicitly associated with maintenance/repair projects. (1011.71 (5), F.S.)

Item	Fund	2020 - 2021 Actual Value	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
(1) Non-exempt property assessed valuation		\$1,692,224,626	\$1,730,858,716	\$1,777,034,133	\$1,829,374,209	\$1,889,514,087	\$8,919,005,771
(2) The Millage projected for discretionary capital outlay per s.1011.71		1.50	1.50	1.50	1.50	1.50	
(3) Full value of the 1.50-Mill discretionary capital outlay per s.1011.71		\$2,842,937	\$2,907,843	\$2,985,417	\$3,073,349	\$3,174,384	\$14,983,930
(4) Value of the portion of the 1.50 -Mill ACTUALLY levied	370	\$2,436,803	\$2,492,437	\$2,558,929	\$2,634,299	\$2,720,900	\$12,843,368
(5) Difference of lines (3) and (4)		\$406,134	\$415,406	\$426,488	\$439,050	\$453,484	\$2,140,562

PECO Revenue Source

The figure in the row designated "PECO Maintenance" will be subtracted from funds available for new construction because PECO maintenance dollars cannot be used for new construction.

Item	Fund	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
PECO New Construction	340	\$0	\$0	\$0	\$0	\$0	\$0
PECO Maintenance Expenditures		\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0

CO & DS Revenue Source

Revenue from Capital Outlay and Debt Service funds.

Item	Fund	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
CO & DS Cash Flow-through Distributed	360	\$262,893	\$262,893	\$262,893	\$262,893	\$262,893	\$1,314,465
CO & DS Interest on Undistributed CO	360	\$8,247	\$8,247	\$8,247	\$8,247	\$8,247	\$41,235
		\$271,140	\$271,140	\$271,140	\$271,140	\$271,140	\$1,355,700

Fair Share Revenue Source

All legally binding commitments for proportionate fair-share mitigation for impacts on public school facilities must be included in the 5-year district work program.
Nothing reported for this section.

Sales Surtax Referendum

Specific information about any referendum for a 1-cent or ½-cent surtax referendum during the previous year.

Did the school district hold a surtax referendum during the past fiscal year 2019 - 2020? No

Additional Revenue Source

Any additional revenue sources

Item	2020 - 2021 Actual Value	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total
Proceeds from a s.1011.14/15 F.S. Loans	\$0	\$0	\$0	\$0	\$0	\$0
District Bonds - Voted local bond referendum proceeds per s.9, Art VII State Constitution	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from Special Act Bonds	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Revenue from CO & DS Bond Sale	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from Voted Capital Improvements millage	\$0	\$0	\$0	\$0	\$0	\$0
Other Revenue for Other Capital Projects	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from 1/2 cent sales surtax authorized by school board	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from local governmental infrastructure sales surtax	\$0	\$0	\$0	\$0	\$0	\$0
Proceeds from Certificates of Participation (COP's) Sale	\$0	\$0	\$0	\$0	\$0	\$0
Classrooms First Bond proceeds amount authorized in FY 1997-98	\$0	\$0	\$0	\$0	\$0	\$0
Classrooms for Kids	\$0	\$0	\$0	\$0	\$0	\$0
District Equity Recognition	\$0	\$0	\$0	\$0	\$0	\$0
Federal Grants	\$0	\$0	\$0	\$0	\$0	\$0
Proportionate share mitigation (actual cash revenue only, not in kind donations)	\$0	\$0	\$0	\$0	\$0	\$0
Impact fees received	\$0	\$0	\$0	\$0	\$0	\$0
Private donations	\$0	\$0	\$0	\$0	\$0	\$0
Grants from local governments or not-for-profit organizations	\$0	\$0	\$0	\$0	\$0	\$0
Interest, Including Profit On Investment	\$0	\$0	\$0	\$0	\$0	\$0

Revenue from Bonds pledging proceeds from 1 cent or 1/2 cent Sales Surtax	\$0	\$0	\$0	\$0	\$0	\$0
Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
General Capital Outlay Obligated Fund Balance Carried Forward From Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
Special Facilities Construction Account	\$0	\$0	\$0	\$0	\$0	\$0
One Cent - 1/2 Cent Sales Surtax Debt Service From Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay Projects Funds Balance Carried Forward From Total Fund Balance Carried Forward	\$0	\$0	\$0	\$0	\$0	\$0
General Fund	\$609,312	\$543,305	\$562,533	\$573,091	\$518,839	\$2,807,080
Subtotal	\$609,312	\$543,305	\$562,533	\$573,091	\$518,839	\$2,807,080

Total Revenue Summary

Item Name	2020 - 2021 Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Five Year Total
Local 1.5 Mill Discretionary Capital Outlay Revenue	\$2,436,803	\$2,492,437	\$2,558,929	\$2,634,299	\$2,720,900	\$12,843,368
PECO and 1.5 Mill Maint and Other 1.5 Mill Expenditures	(\$3,317,255)	(\$3,306,882)	(\$3,392,602)	(\$3,478,530)	(\$3,510,879)	(\$17,006,148)
PECO Maintenance Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Available 1.50 Mill for New Construction	(\$880,452)	(\$814,445)	(\$833,673)	(\$844,231)	(\$789,979)	(\$4,162,780)

Item Name	2020 - 2021 Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Five Year Total
CO & DS Revenue	\$271,140	\$271,140	\$271,140	\$271,140	\$271,140	\$1,355,700
PECO New Construction Revenue	\$0	\$0	\$0	\$0	\$0	\$0
Other/Additional Revenue	\$609,312	\$543,305	\$562,533	\$573,091	\$518,839	\$2,807,080
Total Additional Revenue	\$880,452	\$814,445	\$833,673	\$844,231	\$789,979	\$4,162,780
Total Available Revenue	\$0	\$0	\$0	\$0	\$0	\$0

Project Schedules

Capacity Project Schedules

A schedule of capital outlay projects necessary to ensure the availability of satisfactory classrooms for the projected student enrollment in K-12 programs.

Nothing reported for this section.

Nothing reported for this section.

Other Project Schedules

Major renovations, remodeling, and additions of capital outlay projects that do not add capacity to schools.

Project Description	Location	2020 - 2021 Actual Budget	2021 - 2022 Projected	2022 - 2023 Projected	2023 - 2024 Projected	2024 - 2025 Projected	Total	Funded
Project description not specified	Location not specified	\$0	\$0	\$0	\$0	\$0	\$0	No
		\$0	\$0	\$0	\$0	\$0	\$0	

Additional Project Schedules

Any projects that are not identified in the last approved educational plant survey.

Nothing reported for this section.

Non Funded Growth Management Project Schedules

Schedule indicating which projects, due to planned development, that CANNOT be funded from current revenues projected over the next five years.

Nothing reported for this section.

Tracking

Capacity Tracking

Location	2020 - 2021 Satis. Stu. Sta.	Actual 2020 - 2021 FISH Capacity	Actual 2019 - 2020 COFTE	# Class Rooms	Actual Average 2020 - 2021 Class Size	Actual 2020 - 2021 Utilization	New Stu. Capacity	New Rooms to be Added/Removed	Projected 2024 - 2025 COFTE	Projected 2024 - 2025 Utilization	Projected 2024 - 2025 Class Size
GEORGE W MUNROE ELEMENTARY	681	681	414	37	11	61.00 %	0	0	360	53.00 %	10
GREENSBORO ELEMENTARY SCHOOL (NEW)	371	371	253	19	13	68.00 %	0	0	200	54.00 %	11
GADSDEN ELEMENTARY MAGNET SCHOOL	270	243	143	15	10	59.00 %	0	0	110	45.00 %	7
CHATTAHOOCHEE ELEMENTARY	409	409	129	21	6	31.00 %	0	0	70	17.00 %	3
GRETNA ELEMENTARY	0	0	0	0	0	0.00 %	0	0	0	0.00 %	0
STEWART STREET ELEMENTARY	665	665	517	35	15	78.00 %	0	0	450	68.00 %	13
GADSDEN TECHNICAL INSTITUTE	252	252	22	15	1	9.00 %	0	0	18	7.00 %	1
WEST GADSDEN MIDDLE SCHOOL	757	681	355	32	11	52.00 %	0	0	395	58.00 %	12
JAMES A SHANKS MIDDLE SCHOOL	1,083	974	685	47	15	70.00 %	0	0	713	73.00 %	15
CARTER-PARRAMORE ALTERNATIVE SCHOOL	958	958	167	43	4	17.00 %	0	0	120	13.00 %	3
HAVANA PK-08 SCHOOL	881	792	559	42	13	71.00 %	0	0	400	51.00 %	10
GADSDEN COUNTY HIGH SCHOOL	1,555	1,477	944	65	15	64.00 %	0	0	867	59.00 %	13
	7,882	7,503	4,186	371	11	55.79 %	0	0	3,703	49.35 %	10

The COFTE Projected Total (3,703) for 2024 - 2025 must match the Official Forecasted COFTE Total (3,704) for 2024 - 2025 before this section can be completed. In the event that the COFTE Projected Total does not match the Official forecasted COFTE, then the Balanced Projected COFTE Table should be used to balance COFTE.

Projected COFTE for 2024 - 2025	
Elementary (PK-3)	1,353
Middle (4-8)	1,345
High (9-12)	1,005
	3,704

Grade Level Type	Balanced Projected COFTE for 2024 - 2025
Elementary (PK-3)	0
Middle (4-8)	0
High (9-12)	0
	3,703

Relocatable Replacement

Number of relocatable classrooms clearly identified and scheduled for replacement in the school board adopted financially feasible 5-year district work program.

Location	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	Year 5 Total
----------	-------------	-------------	-------------	-------------	-------------	--------------

Total Relocatable Replacements:	0	0	0	0	0	0
--	---	---	---	---	---	---

Charter Schools Tracking

Information regarding the use of charter schools.

Location-Type	# Relocatable units or permanent classrooms	Owner	Year Started or Scheduled	Student Stations	Students Enrolled	Years in Contract	Total Charter Students projected for 2024 - 2025
Crossroad Academy Charter School of Business	24	SCHOOL BOARD	1998	444	524	15	500
	24			444	524		500

Special Purpose Classrooms Tracking

The number of classrooms that will be used for certain special purposes in the current year, by facility and type of classroom, that the district will, 1), not use for educational purposes, and 2), the co-teaching classrooms that are not open plan classrooms and will be used for educational purposes.

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
GRETNA ELEMENTARY	Educational	14	0	0	4	4	22
Total Educational Classrooms:		14	0	0	4	4	22

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
Total Co-Teaching Classrooms:		0	0	0	0	0	0

Infrastructure Tracking

Necessary offsite infrastructure requirements resulting from expansions or new schools. This section should include infrastructure information related to capacity project schedules and other project schedules (Section 4).

Not Specified

Proposed location of planned facilities, whether those locations are consistent with the comprehensive plans of all affected local governments, and recommendations for infrastructure and other improvements to land adjacent to existing facilities. Provisions of 1013.33(12), (13) and (14) and 1013.36 must be addressed for new facilities planned within the 1st three years of the plan (Section 5).

Not Specified

Consistent with Comp Plan? No

Net New Classrooms

The number of classrooms, by grade level and type of construction, that were added during the last fiscal year.

List the net new classrooms added in the 2019 - 2020 fiscal year.					List the net new classrooms to be added in the 2020 - 2021 fiscal year.			
"Classrooms" is defined as capacity carrying classrooms that are added to increase capacity to enable the district to meet the Class Size Amendment.					Totals for fiscal year 2020 - 2021 should match totals in Section 15A.			
Location	2019 - 2020 # Permanent	2019 - 2020 # Modular	2019 - 2020 # Relocatable	2019 - 2020 Total	2020 - 2021 # Permanent	2020 - 2021 # Modular	2020 - 2021 # Relocatable	2020 - 2021 Total
Elementary (PK-3)	0	0	0	0	0	0	0	0
Middle (4-8)	0	0	0	0	0	0	0	0
High (9-12)	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0

Relocatable Student Stations

Number of students that will be educated in relocatable units, by school, in the current year, and the projected number of students for each of the years in the workplan.

Site	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	5 Year Average
STEWART STREET ELEMENTARY	0	0	0	0	0	0
JAMES A SHANKS MIDDLE SCHOOL	0	0	0	0	0	0
CARTER-PARRAMORE ALTERNATIVE SCHOOL	0	0	0	0	0	0
HAVANA PK-08 SCHOOL	0	0	0	0	0	0
GADSDEN ELEMENTARY MAGNET SCHOOL	0	0	0	0	0	0
CHATTAHOOCHEE ELEMENTARY	0	0	0	0	0	0
GRETNA ELEMENTARY	0	0	0	0	0	0
GADSDEN TECHNICAL INSTITUTE	19	0	0	0	0	4
WEST GADSDEN MIDDLE SCHOOL	0	0	0	0	0	0
GADSDEN COUNTY HIGH SCHOOL	0	0	0	0	0	0
GEORGE W MUNROE ELEMENTARY	0	0	0	0	0	0
GREENSBORO ELEMENTARY SCHOOL (NEW)	0	0	0	0	0	0

Totals for GADSDEN COUNTY SCHOOL DISTRICT						
Total students in relocatables by year.	19	0	0	0	0	4
Total number of COFTE students projected by year.	4,091	3,992	3,908	3,804	3,704	3,900
Percent in relocatables by year.	0 %	0 %	0 %	0 %	0 %	0 %

Leased Facilities Tracking

Existing leased facilities and plans for the acquisition of leased facilities, including the number of classrooms and student stations, as reported in the educational plant survey, that are planned in that location at the end of the five year workplan.

Location	# of Leased Classrooms 2020 - 2021	FISH Student Stations	Owner	# of Leased Classrooms 2024 - 2025	FISH Student Stations
GEORGE W MUNROE ELEMENTARY	0	0		0	0
GADSDEN ELEMENTARY MAGNET SCHOOL	0	0		0	0
WEST GADSDEN MIDDLE SCHOOL	0	0		0	0
CARTER-PARRAMORE ALTERNATIVE SCHOOL	0	0		0	0
HAVANA PK-08 SCHOOL	0	0		0	0
GADSDEN COUNTY HIGH SCHOOL	0	0		0	0
GADSDEN TECHNICAL INSTITUTE	0	0		0	0
GRETNA ELEMENTARY	0	0		0	0
STEWART STREET ELEMENTARY	0	0		0	0
JAMES A SHANKS MIDDLE SCHOOL	0	0		0	0
CHATTAHOOCHEE ELEMENTARY	0	0		0	0
GREENSBORO ELEMENTARY SCHOOL (NEW)	0	0		0	0
	0	0		0	0

Failed Standard Relocatable Tracking

Relocatable units currently reported by school, from FISH, and the number of relocatable units identified as 'Failed Standards'.

Nothing reported for this section.

Planning

Class Size Reduction Planning

Plans approved by the school board that reduce the need for permanent student stations such as acceptable school capacity levels, redistricting, busing, year-round schools, charter schools, magnet schools, public-private partnerships, multitrack scheduling, grade level organization, block scheduling, or other alternatives.

The School Board of Gadsden County anticipated constructing a new PreK-8 school which will be designed to accommodate appropriate number of student stations consolidating at minimum 3 schools eliminating surplus stations.

School Closure Planning

Plans for the closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues.

The Gadsden County School Board has sold the St John school. The Board has removed the Gretna Elementary Schools from the market for sale to serve as a community center and law enforcement active shooter training. The possibility of maximizing hurricane Michael awards has the School Board reevaluating its new school site. New site to be determined. The School Board will keep the old Stewart St site for a storage facility and ancillary administration. The School Board will also retain the Gadsden Elementary Magnet site due to its historic significance. Future development of that site is still under review. Because of the age of these facilities funding records don't exist so any proceeds from sales will be deposited into the general account.

Long Range Planning

Ten-Year Maintenance

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 6-10 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

Ten-Year Capacity

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 5 years beyond the 5-year district facilities work program.

Nothing reported for this section.

Ten-Year Planned Utilization

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2019 - 2020 FISH Capacity	Actual 2019 - 2020 COFTE	Actual 2019 - 2020 Utilization	Actual 2020 - 2021 / 2029 - 2030 new Student Capacity to be added/removed	Projected 2029 - 2030 COFTE	Projected 2029 - 2030 Utilization
Elementary - District Totals	2,126	2,126	1,312.24	61.71 %	-1,616	409	80.20 %
Middle - District Totals	2,991	2,690	1,741.70	64.76 %	0	2,509	93.27 %
High - District Totals	1,555	1,477	943.60	63.91 %	-655	770	93.67 %
Other - ESE, etc	1,215	1,210	188.61	15.62 %	0	0	0.00 %
	7,887	7,503	4,186.15	55.79 %	-2,271	3,688	70.49 %

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

The following schools will be closed: George W. Monroe (681), Shanks MS (1042), GEMS (270), Stewart St. ES (665) eliminating 2658 student stations.
 Greensboro ES (GES) will close eliminating 371 student stations. West Gadsden MS (WGMS) will change to a PreK-8 school. Estimated 200 Greensboro students to move to new WG K-8 bringing the student stations to 595 leaving a surplus of 162 stations. Re-zoning will fill the 162 stations.
 A new PreK-8 will be built in Quincy that will have 1400 student stations.
 The High School will be sold (apx.\$10,281,727) eliminating 1555 student stations and a new HS in Quincy with apx. 900 student stations will be built.

Ten-Year Infrastructure Planning

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 06 thru 10 out years (Section 28).

Nothing reported for this section.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 06 thru 10 out years (Section 29).

Nothing reported for this section.

Twenty-Year Maintenance

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 11-20 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

Twenty-Year Capacity

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 11-20 years beyond the 5-year district facilities work program.

Nothing reported for this section.

Twenty-Year Planned Utilization

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2019 - 2020 FISH Capacity	Actual 2019 - 2020 COFTE	Actual 2019 - 2020 Utilization	Actual 2020 - 2021 / 2039 - 2040 new Student Capacity to be added/removed	Projected 2039 - 2040 COFTE	Projected 2039 - 2040 Utilization
Elementary - District Totals	2,126	2,126	1,312.24	61.71 %	-2,126	1	0.00 %
Middle - District Totals	2,991	2,690	1,741.70	64.76 %	0	2,509	93.27 %
High - District Totals	1,555	1,477	943.60	63.91 %	-655	770	93.67 %
Other - ESE, etc	1,215	1,210	188.61	15.62 %	0	0	0.00 %
	7,887	7,503	4,186.15	55.79 %	-2,781	3,280	69.46 %

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

No comments to report.

Twenty-Year Infrastructure Planning

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 11 thru 20 out years (Section 28).

Nothing reported for this section.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 11 thru 20 out years (Section 29).

Nothing reported for this section.

SUMMARY SHEET
FISCAL YEAR 2019-2020

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 9b

DATE OF SCHOOL BOARD MEETING: **October 27, 2020**

TITLE OF AGENDA ITEMS: Request to Delete and Dispose from Capital Assets – Furniture, Fixtures and Equipment.

DIVISION: Finance Department

PURPOSE AND SUMMARY OF ITEMS:

In accordance with Sections 274.04, 274.05 and 274.06, Florida Statutes, Board approval is requested to delete \$873,522.53 from the Capital Assets General Ledger, pursuant to Board Policy 7.77. The threshold for inventory purposes was changed from \$750.00 to \$1000.00 in July, 2019.

Center	Amount	Center	Amount	Center	Amount
0041 - \$	49,453.65	0051 - \$	106,598.81	0061 - \$	0.00
0071 - \$	0.00	0091 - \$	54,909.93	0101 - \$	41,419.39
0141 - \$	15,295.09	0151 - \$	45,562.24	0171 - \$	2,420.93
0191 - \$	3,850.45	0201 - \$	33,839.31	0211 - \$	67,537.62
0231 - \$	52,924.14	0241 - \$	8,824.75	0245 - \$	58,413.22
9001 - \$	166,738.25	9003 - \$	10,389.47	9004 - \$	14,782.28
9026 - \$	24,305.22	9102 - \$	7,756.20	9106 - \$	13,887.93
9020 - \$	2,753.75	9027 - \$	3,643.76	9104 - \$	17,231.89
0052 - \$	70,984.25				

See Attached – Fixed Asset Verification Documents

REVENUE: All Funds

AMOUNT: \$873,522.53

PREPARED BY: Matthew Bryant

POSITIONS: Coordinator Safety & Inventory

ASSET KEY CLASS	TAG NUMBER	DESCRIPTION	ST BATCH #	MTHD	SOURCE ACCOUNT	RECIPIENT	REC DATE	QUANTITY	EXTENDED AMOUNT	ACCUMLT'D DEPREC	DIFFERENCE
	ITEM CODE							FIS YR			
Asset Account	: 5000A1340	0000 0000 00000 00000 00000									
0000006713	4110101	00043957	H	D19-a	J	5000Q2790 0000 0000 00000 00000	06/04/20	1	.00	.00	.00
						DELL CPU (DONATED)		2019			
0000006714	4110101	00043958	H	D19-a	J	5000Q2790 0000 0000 00000 00000	06/04/20	1	.00	.00	.00
						DELL CPU (DONATED)		2019			
0000006715	4110101	00043959	H	D19-a	J	5000Q2790 0000 0000 00000 00000	06/04/20	1	.00	.00	.00
						DELL CPU (DONATED)		2019			
0000006716	4110101	00043960	H	D19-a	J	5000Q2790 0000 0000 00000 00000	06/04/20	1	.00	.00	.00
						DELL CPU (DONATED)		2019			

Totals for Account	: 5000A1340	0000 0000 00000 00000 00000						-4599	-873,294.01	577,645.46	-195,648.55

Asset Account	: 5000A1350	0000 0000 00000 00000									
0000004772	5000003	00042466	H	D19-a	J	5000Q2790 0000 0000 00000 00000	06/04/20	1	.00	.00	.00
						FORD EXPLORER SILVER		2019			
						(TRADE SHERIFF'S					
0000004773	5000003	00042467	H	D19-a	J	5000Q2790 0000 0000 00000 00000	06/04/20	1	.00	.00	.00
						FORD EXPLORER WHITE		2019			
						(TRADE SHERIFFS)					
0000006371	5000004	00200726	H	D19-a	J	5000Q2790 0000 0000 00000 00000	06/04/20	1	.00	.00	.00
						DONATED GCSO (WHITE		2019			
						CAR)					

Totals for Account	: 5000A1350	0000 0000 00000 00000 00000						-3	.00	.00	.00

Asset Account	: 5000A1382	0000 0000 00000 00000									
0000000037	8000000	S0000220	H	D19-a	J	5000Q2790 0000 0000 00000 00000	06/04/20	1	228.52	228.52	.00
						LEARNING SERVICES		2019			
						ZCONV 000					

Totals for Account	: 5000A1382	0000 0000 00000 00000 00000						-1	-228.52	228.52	.00

Fund Total	: 5000							-4604	-873,522.53	677,873.98	-195,648.55

Report Total								-4604	-873,522.53	677,873.98	-195,648.55

***** End of report *****

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10a

DATE OF SCHOOL BOARD MEETING: October 27, 2020

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 2020-2021 school term. The total funds provided through the Florida Education Finance Program (FEFP) is \$304,046 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: \$305,134

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

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

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Tammy McGriff	Area Director for Elementary Instruction	mcgriff@gcpsmail.com	850-627-9651
Responsibility	Name	Title	Email	Phone
Elementary ELA	Tammy McGriff	Area Director for Elementary Instruction	Mcgriff@gcpsmail.com	850-627-9651
Secondary ELA	Dr. Sylvia Jackson	Area Director for Secondary Instruction/CTE	jacksons@gcpsmail.com	850-627-9651
Reading Endorsement	Ella Mae Daniel	Director of Professional Learning	Petersen-daniele@gcpsmail.com	850-627-9651
Reading Curriculum	Tammy McGriff	Area Director for Elementary Instruction	mcgriff@gcpsmail.com	850-627-9651
Professional Development	Ella Mae Daniel	Director of Professional Learning	Petersen-daniele@gcpsmail.com	850-627-9651
Assessment	Caroline McKinnon	Assessment Coordinator	mckinnonc@gcpsmail.com	850-627-9651
Data Element	Desmona Hale	Data Specialist	haled@gcpsmail.com	850-627-9651
Summer Reading Camp	Tammy McGriff	Area Director for Elementary Instruction	Mcgrifft@gcpsmail.com	850-627-9651
3 rd Grade Promotion	Tammy McGriff	Area Director for Elementary Instruction	mcgriff@gcpsmail.com	850-627-9651

Plan Information

How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?

Given the current environment created by the COVID-19 pandemic, the contents of this plan are being communicated by (1) posting the plan on the District's website, (2) holding electronic meetings with parent groups such as School Advisory Councils and PTAs, (3) communicating via electronic mail and (4) by making printed copies available for pick-up at the District Office and schools.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.
 District-Level Leadership 6A-6.053(7) F.A.C.
K-5

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	Overall reading level, fluency, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses	Screener Diagnostic Progress Monitoring Formative assessment	Electronic data collection Observations and interactions <u>Specific Reports</u> Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class	Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)
<i>Phonological awareness</i>	Overall reading level, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses	Screener Diagnostic Progress Monitoring Formative/Summative assessment	Electronic data collection Observations and interactions <u>Specific Reports</u> Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class	Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)
<i>Phonics</i>	Overall reading level, fluency, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses,	Screener Diagnostic Progress Monitoring Formative/Summative assessment	Electronic data collection Observations and interactions <u>Specific Reports</u> Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction	Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)

	<p>Overall reading level, fluency, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses</p>	<p>Diagnostic Progress Monitoring Formative/Summative assessment</p>	<p>Student Progress Monitoring State Performance Student State Performance Class</p> <p>Electronic data collection Observations and interactions <u>Specific Reports</u> Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class</p>	<p>Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)</p>
<p><i>Vocabulary</i></p>	<p>Overall reading level, vocabulary development, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses</p>	<p>Diagnostic Progress Monitoring Formative/Summative assessment</p>	<p>Electronic data collection Observations and interactions <u>Specific Reports</u> Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class</p>	<p>Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)</p>
<p><i>Comprehension</i></p>	<p>Overall reading level, vocabulary development, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses</p>	<p>Screener Diagnostic Progress Monitoring Formative/Summative assessment</p>	<p>Electronic data collection Observations and interactions <u>Specific Reports</u> Screening Reports Diagnostic Reports Instructional Usage Reports Instructional Growth Report Class Response to Instruction Student Progress Monitoring State Performance Student State Performance Class</p>	<p>Quarterly (Star Early Literacy; Star Reading) Baseline, Mid-Year, End of Year (i-Ready) Weekly (Curriculum-based)</p>

6-12

Progress Monitoring Tool	What data is being collected?	Assessment Type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is data being collected?	How often is data being collected?
iReady (6-8)	Overall reading level, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses, recommendations for individualized instruction	Diagnostic, Screener, Progress Monitoring/ Formative	Computer Adapted Test (CAT) Student completes the STAR assessment via computer 3 times per year	3 times/year- Fall, Winter, Spring
STAR (6-10)	Overall reading level, instructional reading level, progress on state standards, proficiency, predicting performance on state assessments, growth, students' strengths and weaknesses, recommendations for individualized instruction	Screener, Progress Monitoring	Computer Adapted Test (CAT) Student completes the STAR assessment via computer 3 times per year	3 times/year- Fall, Winter, Spring
Achieve3000 (9-10)	Lexile level, forecast of college and career readiness, predicting student performance on state assessments, growth, recommendations for individualized instruction	Screener, Progress Monitoring/Formative	LevelSet- Students take a one-time benchmark test via computer to determine Lexile Level Embedded Ongoing Assessment- After each lesson, the student completes a multiple-choice activity and the student's Lexile is used to adjust reading levels to prepare students for more complex texts	LevelSet- 2 times/year- Fall, Spring Embedded ongoing assessments after each lesson completed
Write Score (6-10)	Measures students' writing strengths and weaknesses, recommendations for individualized instruction	Screener, Progress Monitoring/Formative	Students complete a writing assessment via paper/pencil or computer 2-4 times per year	2-4 times/year- Fall, Winter, Spring

Florida Standards Assessment (6-10)	Mastery of state standards	Summative	Student completes assessment via paper/pencil or computer once per year	Once per year- Spring
-------------------------------------	----------------------------	-----------	---	-----------------------

K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.
Data Analysis and Decision-making

<p><i>How often is the data being reviewed and by whom?</i></p> <p>Data is reviewed weekly at the school level teachers, grade level teams and school leadership.</p> <p>Data is reviewed monthly by the Educational Management Team and the Curriculum and Instruction Team.</p>	<p><i>What problem-solving steps are in place for making decisions based on the data?</i></p> <p>PLCs are established at each school.</p> <p>Data will be reviewed to identify the trend and determine the cause.</p> <p>Strategies to improve will be discussed and plans of action with targets, deadlines and champions responsible will be set.</p> <p>If there are successful models available, they will be shared</p> <p>Follow-up discussions will be established</p>	<p><i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i></p> <p>The district hosts monthly principal meetings for all schools. During those meetings, performance data is reviewed and discussed.</p> <p>Additionally, the district provides reading specialists to support schools. One of the responsibilities of the specialists is to provide timely support using data.</p>	<p><i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i></p> <p>Concerns will be communicated formerly during monthly departmental meetings hosted by the Curriculum and Instruction Department which includes the Area Directors of Elementary and Secondary Instruction, and the District Reading and Mathematics specialists. Informal communication between the District reading specialists assigned to each area will occur weekly and will document concerns. Identified concerns will be communicated to site administrators immediately and may serve as training topics during Principal Leadership Team Meetings held monthly.</p>	<p><i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i></p> <p>The Area Directors for Elementary and Secondary Education will oversee implementation of the plan, direct support from the District Reading Specialists for Elementary and Secondary Education and will follow-up with site administrators to make sure that any recommendations are followed.</p>
---	---	---	--	--

School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	Area Directors for Elementary & Secondary Education	The purpose is communicated during monthly	Data is collected weekly.	Data is shared at the school level by the school's reading leadership team and at the	Data is reviewed weekly by the teachers, school' reading leadership team

	District Reading Specialists for Elementary and Secondary Education	PLTM meetings, individual conversations and conferences with school-based leadership and as established by the District Continuous Improvement Plan.		district level by the District Reading Specialists, and Area Directors for Elementary & Secondary Education	and the District Reading Specialists for Elementary and Secondary Education.
Data chats	The school level administrator decides on the purpose of data chats, based on student progress data, with support from the District Reading Specialist for Elementary and Secondary Education.	The purpose is communicated during grade level meetings.	Data is collected weekly	Data is shared at the school level by the school's reading leadership team and at the district level by the District Reading Specialists, and Area Directors for Elementary & Secondary Education	Data is reviewed weekly by the teachers, school's reading leadership team and the District Reading Specialists for Elementary and Secondary Education.
Reading Leadership Team per 6A-6.053(3) F.A.C.	Site administrators will be required to submit the names of persons serving on the Reading Leadership Team to the Area Director of Elementary Education at the start of the school year.	The request for the list will be communicated during the Principal Leadership Team Meeting (PLTM) prior to the start of school.	The list will be collected annually.	Site administrators will communicate the members of the team to the school community, including parent committees, the district office and School Board members.	Student progress data is reviewed weekly by the teachers, school's reading leadership team and the District Reading Specialists for Elementary and Secondary Education.
Monitoring of plan implementation	Implementation of the K12 Reading Plan will be monitored at the school level by the site administrator and the Reading Leadership Team.	The K12 Reading Plan will be reviewed with all school employees at the start of the school year.	The initial review will occur at the beginning of the year. The Plan will be referenced during data chats and individual conferences to ensure alignment of	Agenda and notes from school level meetings and data chats will document monitoring and will be reviewed by the District Reading Specialists and Area Directors of Elementary and	Weekly, bi-weekly and monthly monitoring will occur.

	instruction.	Secondary Education.
Implementation and Progress-monitoring		
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?

Professional Development per 6A-6.053(4) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	Information is shared with school administrators during monthly Principal Leadership Team Meetings. Principals also receive frequent communication via electronic mail	Principals maintain files on school-based professional development activities, including teacher's attendance. Teachers' completion of school-based PD activities is documented through the ePDC-PAEC, which principals (or designee) may access. Principals may use the eWalk progress monitoring system established and used by the Office	School administrators notify the Area Directs of Elementary and Secondary Education monthly on professional learning needs and Director of Professional Learning	Area Directors of Elementary and Secondary Education. Director of Professional Learning through the eWalk monitoring system.	Area Directors of Elementary and Secondary Education will follow-up with schools and collaborate with Director of Professional Learning around PD needs.

<p>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth</p>	<p>Information is shared with school administrators during monthly Principal Leadership Team Meetings. Principals also receive frequent communication via electronic mail.</p>	<p>Principals will identify teachers in need of differentiated PD through an established Deliberate Practice Plan (DPP). The DPP will be shared with the Area Directors of Elementary and Secondary for approval. The Principal will then collaborate with the Director of Professional Learning to revise and/or implement the DPP and establish an IPDP for improvement with teacher input. The DPP and IPDP will serve as documentation of</p>	<p>School administrators notify the Area Directors of Elementary and Secondary Schools on a monthly basis of teachers needing additional training and/or assistance through the establishment of a DPP. Once a DPP is established/approved, School Administrators will work collaboratively with the Director of Professional Learning on monitoring the IPDP established through the DPP. The monitoring will use the Office of Professional Learning eWalk progress monitoring system.</p>	<p>Area Directors of Elementary and Secondary Education.</p> <p>Director of Professional Learning through the Office of Professional Learning eWalk progress monitoring system.</p>	<p>Area Directors of Elementary and Secondary Education will follow-up with schools and collaborate with Director of Professional Learning around PD needs.</p>
--	---	---	--	---	---

<p>Identification of mentor teachers</p>	<p>Mentor teacher qualification is shared with school administrators for identification of mentors through several venues monthly Principal Leadership Meetings, and Office of Professional Learning workshops, meetings and/or training activities. Principals may request face-to-face PD planning meetings with the Director of Professional Learning, as well. Electronic</p>	<p>the intensive PD provided to the teacher. Recommendations for establishing a DPP will be based on student progress data and/or classroom observation data.</p> <p>Mentor teachers will be evaluated and/or monitored through completion of required mentoring activities (e.g., mentor-mentee meeting, mentor observation of mentees, etc.) established by the Director of Professional Learning.</p>	<p>Mentoring activities will be reported to the Director of Professional Learning (or designee) through the Office of Professional Learning eWalk progress monitoring system and/or Learning Management System.</p>	<p>Director of Professional Learning</p>	<p>Director of Professional Learning who will communicate needs and required actions to school-based administrators and the Area Directors of Elementary and Secondary Schools.</p>
--	---	--	---	--	---

	<p>communication is used as a means of regular and on-going communication.</p> <p>Information is shared with school administrators during monthly Principal Leadership Team Meetings.</p> <p>Principals also receive frequent communication via electronic mail.</p>	<p>Principals conduct weekly walkthroughs to ensure that model classrooms are established, using eWalk progress monitoring system established by the Office of Professional Learning.</p>	<p>Each school's principal shares information during the monthly Principal Leadership Team Meeting.</p>	<p>Area Directors of Elementary and Secondary Education</p>	<p>Area Directors of Elementary and Secondary Education</p>
<p>Providing teachers with time weekly to meet together for professional development including lesson study and PLCs</p>	<p>Information is shared with school administrators during monthly Principal Leadership Team Meetings.</p> <p>Principals also receive frequent communication via electronic mail.</p>	<p>Principals require weekly meetings at each grade level/department. Agenda and notes are submitted to the school principal.</p>	<p>Master schedules are submitted to the Area Directors of Elementary and Secondary Education.</p>	<p>Area Directors of Elementary and Secondary Education</p>	<p>Area Directors of Elementary and Secondary Education</p> <p>Director of Professional Learning as needed if additional PD needs around lesson study and PLCs are identified.</p>

Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
<p>Whole group instruction utilizing an evidence-based sequence of reading instruction</p>	<p>Information is shared with school administrators during monthly Principal Leadership Team Meetings.</p> <p>District Reading Specialist for Elementary and Secondary Education share information during onsite support visits.</p> <p>Principals also receive frequent communication via electronic mail.</p>	<p>Lesson plans are submitted to the school principal or designee and are reviewed to ensure that whole group instruction utilizes an evidence-based sequence of reading instruction.</p> <p>Principals, in conjunction with the Reading Leadership Teams and District Reading Specialists, conduct walkthroughs.</p>	<p>Instructional practices are discussed during the monthly meeting with school principals. Informal discussions with school principals are held by the Area Directors of Elementary and Secondary Education and with the District Reading Specialists. Reading specialists provide updates at the district level.</p>	<p>Area Directors for Elementary and Secondary Education</p>	<p>Information discussions are held weekly; formal discussions are held monthly.</p>
<p>Small group differentiated instruction in order to meet individual student needs</p>	<p>Information is shared with school administrators during monthly Principal Leadership Team Meetings.</p> <p>District Reading Specialist for Elementary and</p>	<p>Lesson plans are submitted to the school principal or designee and are reviewed to ensure that small group differentiated instruction is occurring and meets students' needs.</p>	<p>Instructional practices are discussed during the monthly meeting with school principals. Informal discussions with school principals are held by the Area Directors of Elementary and Secondary Education and with the District Reading Specialists.</p>	<p>Area Directors for Elementary and Secondary Education</p>	<p>Information discussions are held weekly; formal discussions are held monthly.</p>

	<p>Secondary Education share information during onsite support visits</p> <p>Principals also receive frequent communication via electronic mail.</p>	<p>Principals, in conjunction with the Reading Leadership Teams and District Reading Specialists, conduct walkthroughs.</p>		
--	--	---	--	--

Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

The district will employ a Reading Specialist whose services will focus on the two schools listed on the Lowest 300 list.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	\$27,369.00
District expenditures on reading coaches assigned to elementary schools	\$62,153.50
District expenditures on reading coaches assigned to secondary schools	\$62,153.50
District expenditures on intervention teachers assigned to elementary schools	
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	\$12,442.00
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	\$5,000.00
District expenditures on helping teachers earn the reading endorsement	\$5,000.00
District expenditures on summer reading camps	\$60,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$69,928.00
Flexible Categorical Spending	
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	\$304,046.00

Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

The evidence-based instructional materials that will be used for Summer Reading Camp include: (1) HMM Journey's, (2) Florida Support Coach, and (3) Building Vocabulary Kit.

Will students in grades other than 3 be served also? Yes No

If yes, which grade levels? Rising Third Grade Students (Prior year's Grade Two Students.)

Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills

- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information. What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

The District has two elementary schools presently on the Lowest 300 list. We have prioritized these schools as the ones with the greatest need.

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

Monthly Principal Leadership Team Meetings (PLTM) include information about the role of the reading coach.

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

The activities of the school level reading coaches are monitored by the District Reading Specialists. While the specialists do not supervise the coaches, they work with them daily. If there are issues with this requirement, the District Reading Specialists report them to the Area Directors of Elementary and Secondary Education who supervise the principals.

Coaching Model per 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data
 - administration and analysis of instructional assessments
 - providing differentiated instruction and intensive intervention
- Model effective instructional strategies for teachers
- Facilitate study groups
- Train teachers in data analysis and using data to differentiate instruction
- Coach and mentor colleagues
- Provide daily support to classroom teachers
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity
- Help to increase instructional density to meet the needs of all students
- Help lead and support reading leadership teams at their school(s)
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Requirements will be communicated to principals during the monthly PLTMs.	Coaches will maintain coaching logs.	District Reading Specialists are monitoring the maintenance of coaching logs	District Reading Specialists are reviewing logs bi-weekly.	1-Data from the schools are analyzed. 2-Discussions with school principals are held to determine adjustment in instructional practices. 3-Discussions with District Leadership are held to inform them of coaching assignments. 4-Discussions between school principal and Area Director of Elementary or Secondary Education to correct coaching focus.

Other Considerations

Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

Charter schools per 6A-6.053(5)

Charter schools must utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a., and 1008.25(3)(a), F.S. All intensive reading interventions

specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning

Curriculum, Instruction, and Assessment Decision Tree		
Grade Level(s): Kindergarten		
IF:	Student meets the following criteria at beginning of school year: <i>If the scale score on the Star Early Literacy is 497 – 529 or Profile 5 on i-Ready (Reading)</i>	
THEN:	TIER 1 Only	
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> 	
	Core Curriculum	
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>	
	<p>Core Curriculum: HMH Journey’s Provide Tier 1 instruction. Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)</p>	
	<p>Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)</p>	
	<p>Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; Peer Assisted Learning Strategies (Strong: evidenceforessa.org)</p>	
	<p>Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)</p>	
	<p>Ready Teacher Tool box (Strong: evidenceforessa.org)</p>	
	<p>Differentiated small and whole group instruction: Journey’s (Strong: evidenceforessa.org)</p>	
	<p>Accelerated Reader (Strong: WWC)</p>	
Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions

<p><u>Star Early Literacy</u> Assessment Period #1 – September 2020</p> <p>Assessment Period #2 – December/January 2021</p> <p>Assessment Period #3 – May 2021</p> <p><u>i-Ready</u> Assessment Period #1 – September 2020</p> <p>Assessment Period #2 – December/January 2021</p> <p>Assessment Period #3 – May 2021</p>	<p>Scale score 530 or higher</p> <p>Performance Profile 5 and or the overall reading is On or Above Grade Level</p>	<p>Scale score 438 – 496</p> <p>Performance Profile 3 or 4 or reading at Intervention</p>
<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i> The effectiveness of Tier 1 instruction is monitored through weekly walkthroughs conducted by members of the Reading Leadership Team, District Reading Specialists and Area Director of Elementary Education.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.</p>	
<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> The effectiveness of Tier 1 curriculum is monitored by</p> <ul style="list-style-type: none"> • administering curriculum-based, i-Ready, Star Early Literacy and Star assessments • conducting review of data by school leadership teams and grade groups • monitoring and analyzing progress data by district reading specialists 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.</p>	
<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.</p>		

IF:	Student meets the following criteria at beginning of school year: (KINDERGARTEN) <i>If the scale score on the Star Early Literacy is 438 – 496 or Profiles 3 or 4 on i-Ready Reading</i>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	i-Ready	i-Ready Computer-based solution (Determined by students' learning path)	Profile 5 or At or Above Grade Level	Profiles 3 or 4	Profile 2
	Designated reading/story time	AR Weekly	ZPD increase to On Grade Level	No change in ZPD	Decrease in ZPD
	Number of times a week intervention provided	3	Number of minutes per intervention session	20	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Student progress data will be reviewed weekly to ensure improvement. Modifications to pacing and group size will be made for students who fail to make adequate progress with appropriate interventions.</p>					

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

How are Tier 2 interventions modified for students who receive interventions through distance learning?

Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Student meets the following criteria at beginning of school year:

(KINDERGARTEN) *If the scale score on the Star Early Literacy is 437 or below or Profiles 1 or 2 on i-Ready Reading*

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- **additional time allotted is in addition to core instruction and tier 2 interventions**

TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
Peer-Assisted Learning Strategies (PALS) (2 – 3 times per week, 30 minutes each, all school year)	Curriculum-based assessment	Improved performance on curriculum-based assessments (i.e. D to B)	Minimal improvement on curriculum-based assessments (i.e. from D to C)
Journey's Walk to Read (2 – 3 times per week, 30 minutes each, all school year)	AR (Weekly)	ZPD increases to On Grade Level	No change in ZPD

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention provided	2 - 3	Number of minutes per intervention session	30 mins
---	--------------	---	----------------

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Continuous monitoring of formative assessments and progress monitoring to track student performance on state standards; modification to pacing and curriculum to fit the individual needs of the students; monthly meetings with teachers; weekly walkthroughs/observations

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Students who receive instruction through distance learning will be able to access their assigned classroom through the District’s Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): One - Two	
IF:	Student meets the following criteria at beginning of school year: <i>If the scale score on the Star Early Literacy is 631 - 778</i>
THEN:	TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i>
	Core Curriculum
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>
	<p>Core Curriculum: HMH Journey’s Provide Tier 1 instruction. Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)</p> <p>Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)</p> <p>Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; Peer Assisted Learning Strategies (Strong: evidenceforessa.org)</p> <p>Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)</p> <p>Ready Teacher Tool box (Strong: evidenceforessa.org)</p>

Differentiated small and whole group instruction: Journey's (Strong: evidenceforessa.org)		
Accelerated Reader (Strong: WWC)		
Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
<u>Star Early Literacy</u> Assessment Period #1 – September 2020 Assessment Period #2 – December/January 2021 Assessment Period #3 – May 2021	Scale score 631 or higher	Scale score 630 - 604
How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier 1 instruction is monitored through weekly walkthroughs conducted by members of the Reading Leadership Team, District Reading Specialists and Area Director of Elementary Education.	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.	
How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum is monitored by <ul style="list-style-type: none"> • administering curriculum-based, i-Ready, Star Early Literacy and Star assessments • conducting review of data by school leadership teams and grade groups • monitoring and analyzing progress data by district reading specialists 	What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.	
How is instruction modified for students who receive instruction through distance learning? Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.		

IF:	Student meets the following criteria at beginning of school year: (GRADES 1 - 2) If the scale score on the Star Early Literacy on Star Reading is 604 - 636				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are standards-aligned • address gaps and reduce barriers to students' ability to meet Tier 1 expectations • provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills • are matched to the needs of the students • provide multiple opportunities to practice the targeted skill(s) and receive feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) 				
	<p>TIER 2 Programs/Materials/Strategies & Duration</p>	TIER 2 Progress Monitoring			
		<p>Assessment & Frequency</p>	<p>Performance Criteria to discontinue Tier 2 intervention</p>	<p>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</p>	<p>Performance Criteria that would prompt addition of Tier 3 interventions</p>
	Peer-Assisted Learning Strategies (PALS)	i-Ready	Profile 5 or At or Above Grade Level	Profiles 3 or 4	Profile 2
	Designated reading/story time	AR Weekly	ZPD increase to On Grade Level	No change in ZPD	Decrease in ZPD
	Number of times a week intervention provided	3	Number of minutes per intervention session	20	
	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Student progress data will be reviewed weekly. Modifications to pacing and group size will be made for students who fail to make adequate progress with appropriate interventions.</p>				
	<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)</p>				

Accelerated Reader encourages reading for pleasure and exposure to literature (Strong: evidenceforessa.org)

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
 Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Student meets the following criteria at beginning of school year:
 (GRADES 1 - 2) *If the scale score on the Star Early Literacy is below 603 of Profile Level 1 on i-Ready*

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- **additional time allotted is in addition to core instruction and tier 2 interventions**

TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
I-Ready /Remediation tools (Pull-out; one-on-one, Direct individualized lessons)	2 to 3x Weekly	Profile 2 or 3	No gain/change in Profile 1
Phonics (1 or 2) Targeted Foundational Skills: Phonics and Decoding	2 to 3x Weekly	Profile 2 or 3	No gain/change in Profile 1
Journey's Walk to Read (2 – 3 times per week, 30 minutes each, all school year)	AR (Weekly)	ZPD increases to On Grade Level	No change in ZPD

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention provided	3	Number of minutes per intervention session	20
---	----------	---	-----------

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Student progress data will be reviewed weekly. Modification to group size will be made to reflect 1 to 3 students. Utilization of i-Ready supplemental Phonics Book 1 or 2, targets specific skills of the individual needs of students that focuses on just a few key skills at a time.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

The remediation resource materials and Phonics supplement embedded within the i-Ready Program, allots for individualized target interventions that focuses on exact weaknesses in foundational skills. Monitoring weekly assessment data of provided interventions, yields strong evidence that supports instructional interventions, will allow students to expand their learning utilizing a familiar system, but targets individual struggling skills. (Promising: [IES WWC.org](http://IESWWC.org))

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Curriculum, Instruction, and Assessment Decision Tree		
Grade Level(s): Three - Five		
IF:	Student meets the following criteria at beginning of school year: <i>If the scale score on the Star Reading is 631 - 778</i>	
THEN:	TIER 1 Only	
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> 	
	Core Curriculum	
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>	
	<p>Core Curriculum: HMH Journey's Provide Tier 1 instruction. Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)</p>	
	<p>Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)</p>	
	<p>Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; Peer Assisted Learning Strategies (Strong: evidenceforessa.org)</p>	
	<p>Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)</p>	
	<p>Ready Teacher Tool box (Strong: evidenceforessa.org)</p>	
<p>Differentiated small and whole group instruction: Journey's (Strong: evidenceforessa.org)</p>		
<p>Accelerated Reader (Strong: WWC)</p>		
Progress Monitoring		
Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions

<p>Star Reading Assessment Period #1 – September 2020</p> <p>Assessment Period #2 – December/January 2021</p> <p>Assessment Period #3 – May 2021</p>	Scale score 631 or higher	Scale score 630 - 604
<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i> The effectiveness of Tier 1 instruction is monitored through weekly walkthroughs conducted by members of the Reading Leadership Team, District Reading Specialists and Area Director of Elementary Education.</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.</p>	
<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> The effectiveness of Tier 1 curriculum is monitored by</p> <ul style="list-style-type: none"> • administering curriculum-based, i-Ready, Star Early Literacy and Star assessments • conducting review of data by school leadership teams and grade groups • monitoring and analyzing progress data by district reading specialists 	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.</p>	
<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Students who receive instruction through distance learning will be able to access their assigned classroom through the District’s Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.</p>		

Curriculum, Instruction, and Assessment Decision Tree	
Grade Level(s): One - Five	
IF:	Student meets the following criteria at beginning of school year: <i>If the scale score on the i-Ready assessment is Profile 5</i>
THEN:	TIER 1 Only
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i>
	Core Curriculum
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>
	<p>Core Curriculum: HMH Journey's Provide Tier 1 instruction. Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)</p> <p>Harcourt Journeys with Interactive Read Alouds and Vocabulary Instruction; district aligned trade books (Strong: evidenceforessa.org)</p> <p>Daily instruction in phonemic and phonological awareness; phonics; decoding fluency; Peer Assisted Learning Strategies (Strong: evidenceforessa.org)</p> <p>Curriculum Associates Ready ELA workbooks (Strong: evidenceforessa.org)</p> <p>Ready Teacher Tool box (Strong: evidenceforessa.org)</p> <p>Differentiated small and whole group instruction: Journey's (Strong: evidenceforessa.org)</p> <p>Accelerated Reader (Strong: WWC)</p>
	Progress Monitoring

Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
<p><u>i-Ready</u> Assessment Period #1 – September 2020</p> <p>Assessment Period #2 – December/January 2021</p> <p>Assessment Period #3 – May 2021</p>	<p>Performance Profile 5 and or the overall reading is On or Above Grade Level</p>	<p>Performance Profile 3 or 4 or reading at Intervention</p>
<p>How is the effectiveness of Tier 1 instruction being monitored? The effectiveness of Tier 1 instruction is monitored through weekly walkthroughs conducted by members of the Reading Leadership Team, District Reading Specialists and Area Director of Elementary Education.</p>	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.</p>	
<p>How is the effectiveness of Tier 1 curriculum being monitored? The effectiveness of Tier 1 curriculum is monitored by</p> <ul style="list-style-type: none"> • administering curriculum-based, i-Ready, Star Early Literacy and Star assessments • conducting review of data by school leadership teams and grade groups • monitoring and analyzing progress data by district reading specialists 	<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Monthly meetings with Reading Specialist and school administrators are held to analyze student data, including curriculum-based assessments. Instructional practices are discussed at the school level and support is provided to teachers whose instructional practices warrant support. Peer-support is encouraged during weekly data chats and PLCs.</p>	
<p>How is instruction modified for students who receive instruction through distance learning? Students who receive instruction through distance learning will be able to access their assigned classroom through the District’s Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.</p>		

IF:	Student meets the following criteria at beginning of school year: (GRADES 3 - 5) <i>If the scale score on the Star Reading Scale Score is 604 - 630</i>				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	Peer-Assisted Learning Strategies (PALS)	i-Ready	Profile 5 or At or Above Grade Level	Profiles 3 or 4	Profile 2
	Designated reading/story time	AR Weekly	ZPD increase to On Grade Level	No change in ZPD	Decrease in ZPD
	Number of times a week intervention provided		3	Number of minutes per intervention session	
				20	
	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>Modifications to pacing and group size will be made for students who fail to make adequate progress with appropriate interventions.</p>				
	<p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>Continuing to utilize core curricular materials will allow for students to expand their learning through organized materials. (Strong: evidenceforessa.org)</p>				

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

How are Tier 2 interventions modified for students who receive interventions through distance learning?
Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Student meets the following criteria at beginning of school year:

(GRADES 3 - 5) *If the scale score on the Star Reading Scale Score is below 603 or in*

TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Immediate, intensive intervention:

- extended time
- targeted instruction based on student need
- small group or one-on-one instruction
- accommodations (IEP, ESOL, or 504)
- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- **additional time allotted is in addition to core instruction and tier 2 interventions**

TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
	Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
I-Ready /Remediation tools (Pull-out; one-on-one, Direct individualized lessons)	2 to 3x Weekly	Student's performance moves to Profile 2 or 3	No gain/change in Profile 1
Phonics (1 or 2) Targeted Foundational Skills: Phonics and Decoding	2 to 3x Weekly	Student's performance moves to Profile 2 or 3	No gain/change in Profile 1
Journey's Walk to Read (2 – 3 times per week, 30 minutes each, all school year)	AR (Weekly)	ZPD increases to On Grade Level	No change in ZPD

All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Number of times a week intervention provided	3	Number of minutes per intervention session	20
---	----------	---	-----------

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Modification to group size will be made to reflect 1 to 3 students. Utilization of i-Ready supplemental Phonics Book 1 or 2, targets specific skills of the individual needs of students that focuses on just a few key skills at a time.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

The use of Peer Assisted Learning Strategies (PALS) provides opportunities to target and individualize instruction and support. (Strong: evidenceforessa.org)

Journey's Walk to Read allows for differentiated instruction (Strong: evidenceforessa.org)

The remediation resource materials and Phonics supplement embedded within the i-Ready Program, allots for individualized target interventions that focuses on exact weaknesses in foundational skills. Monitoring weekly assessment data of provided interventions, yields strong evidence that supports instructional interventions, will allow students to expand their learning utilizing a familiar system, but targets individual struggling skills. (Promising evidence: https://ies.ed.gov/ncee/projects/evaluation/assistance_readers.asp)

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

Curriculum, Instruction, and Assessment Decision Tree			
Grade Level(s): 6-12			
IF:	Student meets the following criteria at beginning of school year: Previous FSA ELA score is a level 3, 4, 5, OR student's STAR percentile rank is 40 or above, OR student is meeting graduation requirements		
THEN:	TIER 1 Only		
TIER 1	<p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> • <i>is standards-aligned</i> • <i>builds background and content knowledge, motivation</i> • <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> • <i>incorporates writing in response to reading</i> • <i>includes accommodations (IEP, ESOL or 504)</i> • <i>incorporates the principles of Universal Design for Learning</i> • <i>includes specially designed instruction for students with disabilities</i> 		
	Core Curriculum		
	Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.		
	<p>Core Curriculum: HMH Collections Harcourt Collections (ELA) (Strong: evidenceforessa.org) All students will take a common quarterly assessment (CQA) based on Language Arts Florida Standards taught according to our district-wide frameworks.</p> <p>Achieve3000 (Strong: evidenceforessa.org)</p>		
	Progress Monitoring		
	Assessment & Frequency	Performance Criteria that indicates Tier 1 is sufficient	Performance Criteria to that would prompt addition of Tier 2 interventions
	<p><u>STAR Reading (Grades 6-10 only)</u> Assessment Period #1: August Assessment Period #2: December Assessment Period #3: April</p> <p><u>Common Quarterly Assessment (Grades 6-12)</u> At the conclusion of each 9 weeks grading period</p>	STAR Percentile Rank of 40 or higher	STAR Percentile Rank of 26-39

	<p><i>How is the effectiveness of Tier 1 instruction being monitored?</i> Weekly observations/walkthroughs by members of the school administrative team and reading coach, District Reading Specialist, Area Director of Secondary Education; monthly data meetings with teachers</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> Monthly data meetings with school administrators and District Reading Specialist are held to analyze student data, monitor formative assessments, track student progress on state standards, analyze curriculum-based assessments and determine if modification to instruction is necessary. Support is provided to teachers if data indicates it is needed. The District Reading Specialist and/or school-based reading coach facilitates PLCs to offer instructional support.</p>
	<p><i>How is the effectiveness of Tier 1 curriculum being monitored?</i> Weekly observations/walkthroughs by members of the school administrative team and reading coach, District Reading Specialist, Area Director of Secondary Education; monthly data meetings with teachers; bi-weekly/monthly PLCs; analyzing progress monitoring data</p>	<p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> Monthly data meetings with school administrators and District Reading Specialist are held to analyze student data, monitor formative assessments, track student progress on state standards, analyze curriculum-based assessments and determine if modification to instruction is necessary. Support is provided to teachers if data indicates it is needed. The District Reading Specialist and/or school-based reading coach facilitates PLCs to offer instructional support. Professional Development is planned and implemented throughout the year.</p>
	<p><i>How is instruction modified for students who receive instruction through distance learning?</i> Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.</p>	

IF:	Student meets the following criteria at beginning of school year: Previous FSA ELA score is a level 2, OR student's STAR percentile rank is 26-39, OR student has not met graduation requirements				
THEN:	TIER 1 instruction and TIER 2 interventions				
TIER 1 instruction and TIER 2 interventions	Interventions: <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> 				
	TIER 2 Programs/Materials/Strategies & Duration	TIER 2 Progress Monitoring			
		Assessment & Frequency	Performance Criteria to discontinue Tier 2 intervention	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt addition of Tier 3 interventions
	iReady (Grades 6-8 only)	3 times/ year	Profile 4 or 5	No Change in Profile or Profile 3	Decrease in Profile or Profile 2
	Small Groups	Monthly	STAR Percentile Rank of 40 or above	No Change in Percentile Rank or Percentile Rank of 26-39	Decrease in Percentile Rank or Percentile Rank of 25 or below
	STAR	3 times/ year	Percentile Rank of 40 or above	No Change in Percentile Rank or Percentile Rank of 26-39	Decrease in Percentile Rank or Percentile Rank of 25 or below
ACT Academy or Official SAT Review (Grades 11-12 only)	Monthly	Student Passes FSA Retake or	No progress on monthly progress monitoring/	No progress or decrease in	

		Receives Concordance Score/ Becomes Graduation Ready	failure of standardized assessment	performance on progress monitoring assessments/ failure or standardized assessment/ suspected severe reading deficit
Number of times a week intervention provided	3	Number of minutes per intervention session	20-45	
<p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>Continuous monitoring of formative assessments and progress monitoring to track student performance on state standards; modification to pacing and curriculum to fit the individual needs of the students; monthly meetings with teachers; weekly walkthroughs/observations</p>				
<p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>Utilizing standards-aligned, state adopted, research-based programs with fidelity ensures students are receiving instruction that is tailored and appropriate for them.</p>				
<p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <p>Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.</p>				

IF:	Student meets the following criteria at beginning of school year: Previous FSA ELA score is a level 1, OR student's STAR percentile rank is 1-25 , OR student has not met graduation requirements			
THEN:	TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions			
TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions	Immediate, intensive intervention: <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • additional time allotted is in addition to core instruction and tier 2 interventions 			
	TIER 3 Programs/Materials/Strategies & Duration	TIER 3 Progress Monitoring		
		Assessment & Frequency	Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that would prompt changes to Tier 3 interventions
	iReady (Grades 6-8 only)	3 times/year	Profile 3 or 4	No change in Profile or decrease in profile
	Achieve3000 (Grades 9-10 only)	Ongoing	9 th Grade- Lexile of 780-1045 10 th Grade- Lexile of 835-1075	No Change in Lexile or decrease in Lexile
	STAR	3 times/year	Percentile Rank of 26-39	No change in Percentile Rank or Decrease in Percentile Rank
	ACT Academy or Official SAT Review (Grades 11-12 only)	Monthly	Student Passes FSA Retake or Receives Concordance Score/ Becomes Graduation Ready	No progress on monthly progress monitoring/ failure of standardized assessment
	All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.			
Number of times a week intervention provided	5	Number of minutes per intervention session	45	

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?

Students that score a Level 1 on their previous year's FSA ELA and/or a Percentile Rank of 1-25 on STAR are placed in Intensive Reading classes with a reading endorsed teacher. For grades 11-12, continuous monitoring of formative assessments and progress monitoring to track student performance on state standards with special attention to FSA retake performance and SAT/ACT performance; modification to pacing and curriculum to fit the individual needs of the students; monthly meetings with teachers; weekly walkthroughs/observations; Address active reading strategies; Utilize reports in Achieve3000 to target individual student needs for intervention, and plan small group instruction to foster student ownership of literacy data and collaboratively determine goals for growth.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

In addition to the core curriculum, students scoring a Level 1 on their previous FSA ELA and/or a STAR Percentile Rank of 25 or below in grades 6-10, will be enrolled in an intensive reading course taught by a reading endorsed teacher. The teacher will utilize iReady for grades 6-8 or Achieve3000 for grades 9-10 via computer-based instruction that is standards-aligned, state adopted, research-based programs with fidelity ensures students are receiving instruction that is tailored and appropriate for them. Through intensive reading classes, schools will provide on grade level instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level or above standards. Focus on building comprehension of complex text. For grades 11-12, ensure students are served in a class or classes that emphasize preparing students to meet graduation and college and career readiness requirements by providing opportunities for extensive reading in a wide variety of texts(focusing heavily on informational texts), work with students to create personalized plans of action that include preparing for FSA Retakes, registering and practicing for ACT and/or SAT, developing a growth mindset, and setting goals for reading improvement, providing enhanced instruction in reasoning, vocabulary, and reading comprehension strategies while also addressing the engagement and motivation for students to become independent readers and thinkers.

How are Tier 3 interventions modified for students who receive interventions through distance learning?

Students who receive instruction through distance learning will be able to access their assigned classroom through the District's Learning Management System, including access to online interactive tools (e.g., Zoom meetings) and other resources (e.g., Scholastic Learn at home). Lesson modification will assist students with online reading and search strategies in order that they are able to learn on any device, engage in exciting learning experiences through daily reading, and writing challenges, think-aloud practices, and individual online reading comprehension activities.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10b

DATE OF SCHOOL BOARD MEETING: October 27, 2020

TITLE OF AGENDA ITEM: Student Progression Plan 2020-2021

DIVISION: PK-12 Education

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



PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The attached Student Progression Plan for the 2020-2021 school year is being submitted to the School Board for approval.

FUND SOURCE: NA

AMOUNT: NA

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

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

STUDENT PROGRESSION PLAN 2020-2021



“Putting Children First”

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

**Roger P. Milton
SUPERINTENDENT OF SCHOOLS**

TABLE OF CONTENT

CONTENT	PAGE
Foreword	10
Core Beliefs	11
Vision and Mission Statements	11
 ELEMENTARY SCHOOL (KINDERGARTEN THROUGH FIFTH GRADE)	
I. Admission and Enrollment	15
A. Admission	
B. Enrollment Guidelines	
C. Transfers from Out-of-State Schools or Out-of-Country Schools	
D. Transfers from K-5 Home Education and Private Schools	
E. Screening Activities for New Enrollees	
 II. Elementary Instruction	 16-20
A. Regular Program-General Program Requirements	
B. Promotion from Kindergarten to Grade 1	
C. Promotion from Grade 1 to Grade 2 and Grade 2 to Grade 3	
D. Promotion from Grade 3 to Grade 4	
E. Promotion from Grade 4 to Grade 5 and Grade 5 to Grade 6	
F. Retention Decisions	
G. Social Promotion	
H. Grade/Attendance	
I. English Language Learners (ELL)/Limited English Proficient (LEP)	
 III. Assessments	 21
A. Statewide Assessment Program	
B. Screening and Diagnostic	
C. Regular District or Classroom Assessment	
 IV. Intervention and Remediation	 21
A. Substantial Deficiency in Reading	
B. Remediation and Supplemental Instruction	
 V. Parent Notification and Progress Monitoring	 21-22
A. Danger of Failure Notification	
B. Notification Language	
C. Grade 3 Retention Notification	
D. Frequent Monitoring of Student Progress	
E. Annual Parent Notification Requirements	
 VI. Instructional Program for Retention Year	 22
A. Intensive Instruction	
B. Grade Retention	

VII.	Instructional Program for Students with Multiple Retentions	23
VIII.	Grade Three Mandatory Retention Exemptions	23-24
	A. Good Cause Exemption Determination Process	
	B. Good Cause Exemptions	
IX.	Other Retention Waivers	24
	A. Social Promotion	
	B. Good Cause Retention Waiver	
X.	Mid-Year Promotion of Students Retained in Grade Three	24-25
	A. Mid-Year Promotion	
	B. Mid-Year Promotion Prior to November 1	
	C. Mid-Year Promotion After November 1	
	D. Mid-Year Promotion Authority	
	E. Progress Monitoring Plan (PMP)	
XI.	Procedures for Retained Students Not Promoted Mid-Year	25
	A. Diagnostic Assessment	
	B. Grade 3 Retention Reading Requirement	
	C. Reading Remediation for Multiple Retention	
XII.	Acceleration	26-27
XIII.	Instructional Program	27
	A. Standards and Benchmarks	
	B. Instructional Alignment and Focus	
	C. ELL/LEP Instruction	
XIV.	Student Rights for Instruction	28-29
	A. Student Rights to Participate	
	B. ESOL/ELL	
	C. Primary Language	
	D. Use of Primary Language	
	E. Discrimination Policy	
	F. Virtual School Access	
	G. Access to Middle School Courses	
	H. Grievance Procedures	
	I. Virtual Schools	
XV.	Grading of Student Performance	29-36
	A. Teacher Authority	
	B. Elementary Grading Guidelines	
	C. Other Content Areas	

- D. Conduct
- E. Evaluation of Achievement
- F. Instructional Level

XVI. Report Cards	36
A. Teacher Comments	
B. Narrative Explanation of Grading System	
C. Quarterly Issuance	
D. Parent/Teacher Conference	
E. Grade Review	

MIDDLE SCHOOL (SIXTH GRADE THROUGH EIGHTH GRADE)

I. Middle Grades School Promotion Requirements	38-39
A. Successful Completion Courses	
B. Civics Instruction	
C. Career and Education Planning Course	
D. Mental Health	
E. Required Parent Meeting	
II. Required Remediation in Reading and Mathematics	39
A. Intensive/Integrated Reading	
B. Intensive/Integrated Mathematics	
III. Grading System	39-41
A. Teacher Authority	
B. Grading Scale	
C. Assignment of Final Grades	
D. Teacher Comments	
E. Frequency of Report Card Distribution	
F. Danger of Failure	
G. Parent/Teacher Conferences	
H. Retention Decisions & the Role of Judgment	
IV. Expected Performance Levels	41-42
A. Chart of Grade Level Performance Levels	
B. Students with Disabilities	
V. Retention	42-43
A. More than Two Failures	
B. Two Failures (Grades 6 or 7)	
C. One Failure	
D. Promotion to Grade 8 or 9	
E. Conditional Promotion (Grades 7 or 8)	
F. ELL/LEP Promotion/Retention	
G. Summer School in Other Districts	

	H. Other Reasons for Retention	
VI.	Acceleration Policy	43-46
VII.	Parent Notification	46
VIII.	Progression for English Language Learner/Limited English Proficient	47
	A. ELL/LEP Reading Instruction	
	B. ELL/LEP Student Reading Performance	
IX.	High School Credit for Middle School Students	47-48
	A. Courses Available	
	B. Grade Forgiveness	
	C. Awarding of Credit	
X.	Transfers from Other Schools	48-51
	A. Foreign Students	
	B. Military Children	
	C. Home Education	
	D. Virtual School Access	
	E. Virtual Schools	
XI.	Students Rights for Instruction	51-52
	A. Equal Access	
	B. English Language Learners (ELL)	
	C. Appropriate Use of Primary Language	
	D. Teen Parent Program	
	E. Discrimination	
	F. Grievance Procedures	
HIGH SCHOOL (NINTH GRADE THROUGH TWELFTH GRADE)		
I.	Graduation Requirements	54-57
	A. Standard Diploma Requirements	
	B. Required Credits for Graduation	
	C. Academically Challenging Curriculum to Enhance Learning (ACCEL) Procedures and Guidelines for 9-12 High School Students	
II.	Course Credit (F.S.1003.436)	57-60
	A. Courses Excluded from Credit Awarding [F.S.1003.43(7)]	
	B. Course Substitutions and Waivers (F.S.1011.62, and Annual Course Code Directory)	
	C. National Collegiate Athletic Association (NAA) Eligibility	
	D. Course Titles on Transcripts	
	E. Determination of Mastery of Student Performance	
	F. English Language Learner (ELL)/Limited English Proficient (LEP) Credit	
	G. Variety of Instructional Techniques and Instructional Media	

III.	Transfer of Credits	60-64
	A. Requirements for Transfer, Foreign-born and/or ELL/LEP Students	
	B. Procedures for Transfer	
	C. Institutions with Automatic Credit Approval for Transfer	
	D. Transfer from Non-accredited and Foreign Schools	
	E. Transfer from Home Schools	
	F. Validation of Credit	
	G. Transfer for Foreign Exchange Students	
	H. Transfer Credit: Educational Opportunity for Military Children	
IV.	Drop/Add Timelines, Procedures, and Grading for Continuing Students	64-65
	A. Timeline for Dropping Dual Enrollment Courses	
	B. Timeline for Virtual School Courses	
	C. Grade Assignment for Dropped Courses	
	D. Exceptional Student Education (ESE) Considerations	
V.	Grade Level Classifications (F.S.1008.25)	65
	A. Traditional High School (K12 Virtual School and PAEC Virtual School)	
	B. Traditional High School: Mid-Year Promotion (K12 Virtual School and PAEC Virtual School)	
VI.	Reading Remediation (F.S. 1003.428(2)(c))	66
VII.	Remediation	66
VIII.	Promotion, Retention, and Promotion with Instructional Support	66-68
	A. Promotion Notification of Progress	
	B. Promotion Notification of Potential Failure	
	C. Retention for English Language Learners (ELL)	
	D. High School Credit for Middle School Students	
IX.	Requirements for Curriculum, Instruction, and Assessment	68-69
	A. Career and Professional Academies	
	B. Requirements for English Language Learner Instruction	
	C. Requirements for Participation in Statewide Assessments	
X.	Community Service	69
	A. Requirements for Credit and Reporting	
XI.	Student Rights for Instruction	69-70
	A. Statement of Non-discrimination	
	B. Provisions for English Language Learners (ELL)	
	C. Equity and Non-discrimination/Harassment Policy	
	D. Participation in Rigorous Coursework	

- E. Board Policy on Non-Discrimination
- F. Grievance Procedures

XII. Grading and Grade Point Average (GPA) 70-72

- A. Quality Points for Grades (F.S.1003.437)
- B. Quality Points for Honors, Career and Technical Education (CTE), Advanced Placement, and Dual Enrollment Courses
- C. Computation of Grade Point Average (GPA)
- D. GPA and Other Eligibility Requirements for Interscholastic Activities (F.S.1006.15(2))
- E. Graduation GPA (F.S.1007.27(6))
- F. Level 1 Courses and Graduation Credit

XIII. Grading and Student Performance 72-78

- A. Teacher Authority and Responsibility for Grades
- B. Grading Scale
- C. Quarterly Grades
- D. Determination of Final Course Grades
- E. Semester Exams for Weighted Courses
- F. Failure of One Semester of a One-Credit Course
- G. Reporting of Grades and Attendance
- H. Grade Challenge
- I. Incomplete Grade
- J. Grade Replacement/Forgiveness
- K. End-of-Course Examination Retakes
- L. Required Information for Report Cards
- M. Recognition of Graduates
- N. Report Card Requirements for Credit Earning
- O. Instruction and Attendance Requirements for Credit Earning
- P. Excused Absences
- Q. Make-up Work Following an Excused Absence
- R. Timelines for Make-up Work Following an Excused Absence
- S. Unexcused Absences
- T. Attendance and Academic Performance Expectations/Exemptions
- U. Full-time Students
- V. Accommodations for Eligible Students
- W. Student Re-enrollment

XIV. Diplomas and Certificate of Completion Options 78-80

- A. Standard Diploma
- B. Certification of Completion
- C. Special Diploma/Special Certificate of Completion
- D. Merit High School Diploma Designation

E. Scholar High School Diploma Designation	
F. Scholar Diploma Designation Exemptions	
G. Graduation Plan	
H. Certificate of Completion and Commencement	
XV. Secondary Credit-Earning Options	80-83
A. Dropout Prevention Programs	
B. Performance-Based Diploma Program	
C. Performance-Based Exit Option Program	
D. Home Education	
E. Home Education Students and High School Graduation	
F. Gadsden County Virtual School	
G. Florida Virtual School	
XVI. Additional Secondary and Postsecondary Credit-Earning Options	84-85
A. Advanced Placement (F.S.1002.27(6))	
B. Dual Enrollment	
C. The Credit Acceleration Program (CAP)	
D. Early Admission to Colleges and Universities	
E. Nationally Recognized Industry Certification	
F. Career and Technical Education Program Articulation	
EXCEPTIONAL STUDENT EDUCATION (ESE)	
Individuals with Disabilities Education Act, 2004 (IDEA)	87
Section 504 of the Rehabilitation Act	87
Instruction for Students with Disabilities	87
Instructional Accommodations	88
Access Points Courses	88
Assessment – Students with Disabilities	89
Assessment Accommodations	90
Unique Accommodations	90
Waivers	91
Grading for Students with Disabilities	92
Report of Progress	92
Promotion	93
Retention	93
Graduation Requirements for Students with Disabilities	93
Summary of Performance	94
Deferral of Graduation	94
Transition Program	95
Extended School Year	95
Other Programs: Therapies and Itinerant Services	95
APPENDICES	
Appendix A: Educational Opportunity for Military Children	97

Appendix B: Request for Elementary Acceleration	106
Appendix C: Elementary Performance Contract	107
Appendix D: Middle Grades Students and EOC Assessment Requirements for 2020-2021	108
Appendix E: Middle Grades Fast-Track Mathematics Criteria	109
Appendix F: Request for Middle Grades Acceleration	110
Appendix G: Academically Challenging Curriculum to Enhance Learning (ACCEL) Middle Grades Performance Contract	111
Appendix H: Master Exam Request	112
Appendix I: Required High School Assessments	113
Appendix J: College Readiness Courses	119
Appendix K: Foreign Exchange Program Requirements	120
Appendix L: Third Grade Student Progression – Technical Assistance	122
Appendix M: House Bill 7069 Changes to Assessment, Accountability, and Student Progression	129
Appendix N: Graduation Requirements for Displaced Puerto Rico High School Students	133
Appendix O: Multi-Tiered System of Supports	135
Appendix P: Request for Assignment to Next Grade for Good Cause	136
Appendix Q: Standard Diploma Requirements	137
Appendix R: Transfer Record from Non-Public to Public School	139
Appendix S: Verification of Residence	140

FOREWORD

In 1976, The Florida State Legislature passed into law the Educational Accountability Act of 1976, which includes the statutory requirement that each school district in the State of Florida establish a comprehensive program for pupil progression.

In 2003, the Legislature enacted Florida Statute 1008.25, which changed the name of this document from Pupil Progression Plan to Student Progression Plan and requires more stringent student performance for promotion and greater communication with parents regarding progress, including the publication of annual reports in the local newspaper.

The Student Progression Plan is revised and updated annually, based on input from school and district personnel and legislative and State Board Rule changes. This plan is written in the best interest of individual students and complies with the State Statutes and directives from the Florida Department of Education. All district level and school level instructional personnel, parents, and students are encouraged to study the requirements of the Gadsden County Schools Student Progression Plan, with the understanding that the legislative intent is to raise the quality of education in Florida schools.

Promotion, remediation, retention, or specific assignment procedures contained in this plan are designed to ensure that each student's grade placement is made to serve the best interests of the student and are in accordance with *F.S.1008.25* and all other relevant state and school board rules.

The Gadsden County Public School District has a strategic plan in place to improve instruction and student achievement in all of its schools. The plan incorporates many of the Best Practices recommended by the guidelines of Florida's Office of Program Policy Analysis and Governmental Accountability (OPPAGA).

Every student in the Gadsden County public school system is expected to make satisfactory progress through the grades and achieve a level of academic proficiency and social/emotional development which will enable him/her to benefit from instruction at the next grade level. The Gadsden County Student Progression Plan implements school board policy and establishes procedures to be followed. It provides each student enrolled in the Gadsden County public schools with the maximum opportunity to succeed in school.

All Gadsden County Public Schools are expected to make every reasonable effort to assist students in meeting promotion and/or graduation requirements.

The Gadsden County School District is on a journey toward achieving excellence. Our students are the reason we exist, and everything we do must be focused on the things that are in their best interest. From this perspective, we will continue to be committed to collaborating with all stakeholders to better prepare our students for life in a global society.

CORE BELIEFS

The Gadsden County School District believes that:

- all students will learn when instruction is engaging, rigorous, differentiated and individualized;
- learning environments must be safe and supportive;
- schools exist to foster the development and well-being of the whole child;
- understanding and respecting diversity enriches students' lives;
- every student has a right to a high quality education;
- success requires shared responsibility, collaboration and communication among all staff, families, students and the community;
- engaged families combined with highly effective teachers and school leaders are the central components of a successful school;
- positive character education is essential to whole child development;
- high-quality customer service is a critical component of high-quality education;
- everyone must be held to the highest ethical standards to achieve excellence;
- everyone must contribute to and be held accountable for student achievement; and
- all district services must clearly be linked to student achievement.

VISION

The Gadsden County Public Schools comprises a system of excellence that prepares ALL students to live and successfully compete in a global society.

MISSION

The mission of Gadsden County Public Schools is to collaborate with all stakeholders to provide a safe, caring, rigorous and engaging instructional environment in which students can learn and succeed.

ELEMENTARY STUDENT



LEGAL BASIS OF THE STUDENT PROGRESSION PLAN

F. S. 1008.25 Public school student progression; remedial instruction; reporting requirements. It is the intent of the Legislature that each student's progression from one grade to another be determined, in part, upon proficiency in reading, writing, science, and mathematics; that district school board policies facilitate such proficiency; and that each student and his or her parent be informed of that student's academic progress.

ELEMENTARY SCHOOL (KINDERGARTEN THROUGH FIFTH GRADE)

I. ADMISSION AND ENROLLMENT

A. ADMISSION:

The following policies for admission to Gadsden County Schools are in effect for all students in Gadsden County.

1. First Entry to Gadsden County Schools

Proof of date of birth for students (For acceptable alternates to birth certificates see Florida Statute 1003.21(4))

- a. Evidence that the parent(s)/guardian(s) are legal residents of the school's attendance area or have district-approved registration through School Choice procedures.
- b. A valid Florida Certificate of Immunization from a health professional.
- c. Kindergarten through 6th grade immunizations required for entry:
 - (1) 4-5 doses of DTP or DTap (If the 4th dose is administered after the 4th birthday, a 5th dose is not required);
 - (2) 3-5 doses of polio, final dose must be administered after 4th birthday;
 - (3) 2 doses of MMR;
 - (4) 2 doses of Varicella or documentation of chicken pox disease;
 - (5) 3 dose of Hepatitis B;
- d. A certificate showing a physical examination within 12 months prior to enrollment

2. Upon initial admission or entry from one attendance zone to another in Gadsden County Public Schools, evidence of residence must be presented to the receiving school. All addresses are subject to verification. The following documents shall be required:

- a. Owned residence
 - (1) copy of the recorded deed (or agreement for deed), or a certified copy of the declaration of homestead exemption, and
 - (2) a copy of a current electric bill or initial order for service; and
 - (3) one of the following current documents:
 - (a) auto registration
 - (b) driver's license
 - (c) voter's registration
 - (d) Florida ID

- b. Rented or leased residence
 - (1) Copy of current lease, rental agreement, or a notarized letter from the landlord, and
 - (2) Copy of a current electric bill or initial order for service; and
 - (3) One of the following current documents:
 - (a) Auto registration
 - (b) Driver's license
 - (c) Voter's registration
 - (d) Florida ID
- c. Non-primary owner or renter (families living with families):
A Verification of Residency Form must be completed by primary and non-primary owner or renter. This form is for one school year only.
- d. If applicable, legal documents, i.e. a copy of current judgment of divorce (dissolution of marriage) or other court order establishing the right of custody should be presented at time of enrollment.

B. ENROLLMENT GUIDELINES

A minor child's residence is that of the child's parent or parents. A child residing in Gadsden County, Florida must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the School Choice Office, ESE school assignment, appropriate district level administrator, disciplinary assignment under the Student Code of Conduct, assignment by the School Board "in lieu of expulsion, or a "no contact order" entered by a court of competent jurisdiction.

The following guidelines govern the enrollment of students into the elementary schools of Gadsden County, Florida:

1. KINDERGARTEN

Any child who has attained the age of five years on or before September 1, will be admitted to kindergarten at any time during that school year.

2. FIRST GRADE

Any child who has attained the age of six years on or before September 1, will be admitted to first grade if kindergarten has been successfully completed. Successful completion of kindergarten will be defined as:

- a. regular attendance in a 180-day instructional program;
- b. attaining the age of five (5) on or before September 1 – required for legal entry into kindergarten;
- c. an official letter or transcript from a proper school authority (to include home education) which shows records of attendance, academic information, and grade placement of the student. A student from a private school and/or out of state must document successful completion of kindergarten the **GCPS Form: Private to Public**.

C. TRANSFERS FROM OUT-OF-STATE SCHOOLS OR OUT-OF-COUNTRY SCHOOLS

Students who transfer from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. The grade placement shall be age appropriate for English Language Learner (ELL)/ Limited English Proficient (LEP) students.

Students who transfer from an out-of-state school/country who met the age requirements in that state/country may be admitted if parent/guardians provide documentation of:

- a. Status as legal residents of that state/country at the time of their child's enrollment.
- b. Child's date of birth.
- c. Immunization.
- d. A medical examination completed within the last twelve months.
- e. An official transcript or letter from school authorities, which shows a record of attendance, academic information, and grade placement of the student.

D. TRANSFERS FROM K-5 HOME EDUCATION AND PRIVATE SCHOOLS

When a student who meets legal age requirements transfers from a home education or private school, the principal is responsible for appropriate grade level/program placement. Placement in the same grade as that recommended by the former school is not automatic. Student performance during the first quarter of enrollment will also be considered. A placement decision may be made in consultation with teachers, other appropriate staff members, and parents/guardians.

E. SCREENING ACTIVITIES FOR NEW ENROLLEES

Kindergarten students will participate in the Florida Kindergarten Readiness Screener (FLKRS) upon fall entry into kindergarten. A four to six-week screening period will be allowed from time of enrollment in order to assist with placement adjustments.

Students may also participate in additional screening activities in order to assist with grade level placement. Screening may include, but is not limited to, the following measures and observations of:

- a. Academic performance/concept development
- b. Communication competence
- c. Social/emotional behavior
- d. Health and physical development
- e. Home language
- f. English language proficiency assessment
- g. Previous academic records

II. ELEMENTARY INSTRUCTION

In the event of an individual, classroom, school-wide, or district crisis need, Gadsden Innovative Instructional Plan (Remote Learning) will act as the default instructional platform

A. REGULAR PROGRAM – GENERAL PROGRAM REQUIREMENTS

1. Student Performance: Gadsden County Public Schools provides instruction in all required course standards and has instructional frameworks aligned to the course standards in the areas of English language arts, mathematics, science, and social studies. Teachers instruct utilizing the instructional frameworks as a guide for sequencing standards-based instruction. A school wide system of progress monitoring is utilized to support students with identified deficiencies. Student progression is based upon mastering the standards in each course as evidenced by student grades on the student's report card as well as formative data obtained from progress monitoring and summative data obtained from a student's performance on the statewide, standardized assessment program.
 - a. For grades and subjects in which no current state assessments are administered, school districts must establish and assess expected levels of performance for student progression using district-selected assessments such as students' class work; observations; class, school, district, and/or state assessments; or other relevant information.
 - b. It is the responsibility of the classroom teacher to screen, instruct, assess, and monitor the progress of student proficiency on all Florida Standards/Next Generation Sunshine State Standards. Each teacher shall develop daily lesson plans for all subjects taught. Plans should reflect the teaching of Florida Standards/Next Generation Sunshine State Standards for K-5, including English Language Learners' and Exceptional Education Student modifications, when necessary. The principal or principal designee shall check lesson plans regularly. Standards will be consistently taught and assessed throughout the year. Assessment of proficiency will be based on Florida Standards/Next Generation Sunshine State Standards, the K-5 Decision Tree located in the K-12 Comprehensive Reading Plan, supplemental materials, student work samples, observation of the student's performance, and student self- assessment.
 - c. Each elementary school shall regularly assess the reading ability of each K-5 student. (See K-12 Comprehensive Reading Plan: Curriculum Decision Tree recommendations). State and district diagnostic assessment tools will be used to identify a student's area of academic need. It is the responsibility of the classroom teacher to screen all Gadsden County Public Schools' students within 30 school days of entry. The parent of any

K-5 student who exhibits a reading deficiency shall be notified in writing of the student's deficiency within 45 school days from the students' first day of enrollment.

- d. A student who has a substantial reading deficiency as determined in Florida Statute 1008.25 (5) (a) must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. (Florida Statute 1008.25(4)(c))
- e. Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. The student's reading proficiency must be monitored and the intensive reading interventions must continue until the student demonstrates grade level proficiency in a manner determined by the District, which may include achieving a level 3 on the statewide, standardized English language arts assessment. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading. Florida Statute 1008.25 (5)(a)
- f. The district's comprehensive program for student progression uses assessment data, including universal screening and ongoing progress monitoring, to evaluate the effectiveness of instruction, identify students needing more intensive instructional support, and monitor each student's response to implemented interventions. Students who do not meet grade level expectations receive increasingly intense intervention services. The areas of academic need and intervention strategies are defined through a problem-solving/Multi-Tiered System of Supports (MTSS) process. Multiple tiers of increasingly intense instruction/intervention services are implemented to support student academic proficiency. Students are matched to strategic and intensive interventions based on data from multiple assessment sources. Student progression decisions consider the effectiveness of core instruction and the student's response to evidence-based interventions. Interventions for academics and/or behavioral deficiencies will be provided through the Gadsden County Public Schools Multi-Tiered System of Supports (MTSS) process.

Parents may not refuse remedial/intervention services. A school district has the authority and responsibility to design the student's course of study. It is the school that is held accountable for the student's progress.

- g. As required by Florida Statute 1001.42 (18) (b), an elementary grades early warning system is used to identify students who need additional support to improve academic performance and stay engaged in school. When a student exhibits two (2) or more early warning indicators as required by law, a school-based team, in consultation with the student's parent, shall determine appropriate intervention strategies for the student unless the student is already being served by an intervention program at the direction of a school-based, multi-disciplinary team.
- h. Student satisfactory achievement is defined by Gadsden County Public Schools as the on-going demonstration and application of Florida Standards/Next Generation Sunshine State Standards. Satisfactory achievement on statewide, standardized assessment is defined as scoring at level 3 or above. Each student must participate in assessments as required by Florida Statutes 1008.25.
- i. Students must demonstrate a satisfactory level of achievement in English language arts, mathematics, science and social studies at each grade level as determined by state/district levels of achievement on state assessments and/or local levels of achievement on district assessments. The independent work of the student will be considered as a criterion in the student's placement decision.
- j. All parents will be notified regularly of their child's achievement during the school year. Gadsden County Public Schools will report to the parent of each student the progress of the student toward achieving state and district expectations for satisfactory achievement in English language arts, mathematics, science, and social studies. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments, and other relevant information. The final report card will indicate performance or non-performance at grade level, acceptable or unacceptable behavior, attendance, and promotion or retention.
- k. Students with report card grades of "D's" or "F's" in English language arts, mathematics, or science should be monitored closely and may be considered for diagnostic assessment. If needed, remediation will be provided through the MTSS process. These students will be considered for possible retention. English Language Learners, two years or less in the program, will not be marked below grade level.
- l. Students working below grade level (working on curriculum standards below his/her current grade level) must be diagnostically assessed and provided remediation through the Multi-Tiered System of Supports

(MTSS) and considered for possible retention. Students marked below level for English language arts on the report card must:

- (1) Be diagnosed and provided remediation through intensive reading instruction required by the K-12 Comprehensive Reading Plan.
- (2) Based on diagnoses, have his/her individual areas of deficiency in phonemic awareness, phonics, fluency, comprehension and/or vocabulary identified, addressed, and monitored frequently.
- (3) Be considered for possible retention and have this marked in the comment section.
- (4) Be reassessed by locally determined assessments and through teacher observation at the beginning of the grade following the intensive reading instruction.
- (5) Continue to be provided intensive reading instruction until the reading deficiency is remedied.

NOTE: The Gadsden County School District is committed to the academic, social, and ethical development of all scholars. We feel that academic dishonesty inhibits a scholar's achievement and compromises the trust between teacher and scholar, which is fundamental to the learning process. The academic integrity code communicates the meaning and importance of intellectual honesty to all scholars, articulates and supports the interest of the learning community in maintaining the highest standards of conduct in academic affairs. Our code identifies, sanctions, and educates those who fail to live up to the stated expectation of the Gadsden County School District with regard to these standards.

An integral part of education is developing a sense of academic honesty and integrity. **Gadsden County School District has zero tolerance in regards to cheating/plagiarism, whether in the face to face or the remote environment.** If a student cheats or plagiarizes on any class work or assessment (tests/quizzes), that student will receive a zero and the classroom teacher will notify their parent/guardian. In addition, any student who assists another student in the act of cheating/plagiarizing will experience the same consequences. Students will have an opportunity to complete the assignment or take the assessment to assist the student in mastery of the content; however, their grade will remain a zero.

B. PROMOTION FROM KINDERGARTEN TO GRADE 1

A student must receive a "satisfactory" grade in language, reading, mathematics, and writing and demonstrate progress in science and social studies. Consideration should also be given to social growth and work habits.

C. PROMOTION FROM GRADE 1 TO GRADE 2 AND GRADE 2 TO GRADE 3

A student must receive passing grades in the areas of reading, language and mathematics, and demonstrate progress in process writing, science and social studies.

D. PROMOTION FROM GRADE 3 TO GRADE 4

A student must receive passing grades in the areas of reading, language, mathematics, science, and process writing. Florida Statute 1008.25 (5) (b) requires that a grade 3 student must also score at or above Level 2 on the Florida Standards Assessment in Reading. A 3rd. grade student who is deficient in reading at the end of the school year, as demonstrated by not scoring a level 2 or higher on the statewide assessment test must be retained unless exempted for “good cause”.

E. PROMOTION FROM GRADE 4 TO GRADE 5 AND GRADE 5 TO GRADE 6

In order to be promoted to the next grade, a student in grades 4 through 5 must receive passing grades in the areas of reading and/or language process writing (where applicable), mathematics and science.

F. RETENTION DECISIONS & THE ROLE OF JUDGMENT

While retention decisions will be made on a case by case basis with the principal having the final decision, the teacher’s judgment and the student’s work portfolio play a critical role in the evaluation of a student’s satisfactory performance and in the identification of a student’s area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels. The Principal and IEP committee must adhere to the Good Cause Retention Waiver when considering retention for Students with Disabilities.

G. SOCIAL PROMOTION

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

H. GRADES/ATTENDANCE

Excessive absences may impact class grades.

I. ENGLISH LANGUAGE LEARNERS (ELL)/ LIMITED ENGLISH PROFICIENT LEP

No promotion or retention decision may be made for any individual student classified as ELL/LEP based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district’s formal assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of an ELL/LEP committee. This committee meeting is held prior to Good Cause decision affecting ELL/LEP students.

III. ASSESSMENTS

A. STATEWIDE ASSESSMENT PROGRAM

All students will participate in the statewide assessment program as specified by F.S. 1008.22. Students performing below the defined proficiency levels in reading and mathematics will receive further assessments to determine the nature of the student's difficulty and areas of academic need. These students will receive remediation through a variety of delivery models and will have systematic review through the school's Progress Monitoring Plan.

B. SCREENING AND DIAGNOSTIC ASSESSMENT

Elementary students will participate, as appropriate, in the screening, diagnostic assessment, intervention, remediation, and enrichment processes as published in the district's K-12 Comprehensive Reading Plan.

C. REGULAR DISTRICT OR CLASSROOM ASSESSMENT

Students in grades K-5 will participate in regular district or classroom reading, mathematics, science, social studies, and writing assessments.

IV. INTERVENTION AND REMEDIATION

A. SUBSTANTIAL DEFICIENCY IN READING

Students that exhibit a substantial deficiency in reading as determined by standard assessments will be provided intensive reading instruction immediately following the identification of the reading deficiency. The student's reading proficiency will be reassessed by locally-determined assessments or through standardized assessments at the beginning of the grade following the intensive reading instruction. Teachers will continue to implement intensive reading instruction until the reading deficiency is remediated.

B. REMEDIATION AND SUPPLEMENTAL INSTRUCTION

The classroom teachers shall allocate remedial and supplemental instruction (Tier 2 and/or Tier 3) as specified by current Florida Statute, with priority given to students who are deficient in reading by the end of grade 3. The district will provide the training and resources to ensure that teachers are implementing research based reading strategies that have been shown to be successful in improving reading among low-performing readers.

V. PARENT NOTIFICATION AND PROGRESS MONITORING

A. DANGER OF FAILURE NOTIFICATION

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification. [FAC 6A-6.0908]

B. NOTIFICATION LANGUAGE

Notification will be in a language or mode of communication understandable by parents/guardians, unless clearly not feasible.

C. GRADE 3 RETENTION NOTIFICATION

The parent/guardian of any student in grades K-3 who exhibits a substantial deficiency in reading will be informed that if the student's reading deficiency is not remediated by the end of grade 3, the student must be retained unless exempt from mandatory retention for good cause. Parents and guardians will be provided strategies to use in helping their child succeed.

D. FREQUENT MONITORING OF STUDENT PROGRESS

Schools will provide frequent monitoring of student progress, and upon subsequent evaluation, if the deficiency has not been remediated, the student may be retained. Students will continue to receive remedial or supplemental (Tier 2 and/or Tier 3) instruction. [F.S. 1008.25(4)(c)]

E. ANNUAL PARENT NOTIFICATION REQUIREMENTS

Annually, the school district will provide a written report to parents/guardians in a language they understand, unless clearly not feasible [FAC 6A-6.0908(2)], the following information:

1. the progress of each student toward achieving state and district expectations for proficiency in reading and mathematics; and
2. the results on each statewide assessment test including: FCAT Science Grade 5; and
3. the evaluation of each student's progress based upon classroom work, observations, tests, district and state assessments, and other relevant information.

VI. INSTRUCTIONAL PROGRAM FOR RETENTION YEAR

A. INTENSIVE INSTRUCTION

Students who are retained will be provided an intensive program that is different from the previous year's program which can include, but not limited to adapting to a student's learning style, change in teacher, change in delivery models, or other assistance.

B. GRADE 3 RETENTION

If a student's reading deficiency is not remediated by the end of grade 3 as demonstrated by scoring a Level 2 or higher on the statewide assessment test in reading for grade 3, the student must be retained unless determined to be exempt for good cause.

VII. INSTRUCTIONAL PROGRAM FOR STUDENTS WITH MULTIPLE RETENTIONS

Students who are retained two or more years will be provided an appropriate alternative placement that includes specialized diagnostic information and specific reading strategies in an altered instructional day as specified in the school's Progress Monitoring Plan.

VIII. GRADE THREE MANDATORY RETENTION EXEMPTIONS

A. GOOD CAUSE EXEMPTION DETERMINATION PROCESS

A team of professional staff shall review students who do not meet the mandatory reading requirement. Requests for good cause exemptions for grade 3 students from the mandatory retention shall be submitted to the school principal with appropriate documentation. The principal shall review and discuss the recommendation and make the determination as to whether the student should be promoted or retained. If the principal determines that the student meets the requirements for a good cause exemption and should be promoted, the principal shall make such recommendation in writing to the superintendent. The superintendent or designee shall accept or reject the principal's recommendation in writing.

B. GOOD CAUSE EXEMPTIONS

Good cause exemptions for grade three retentions shall be limited to the following: [F.S.1008.25 (6) (b)(1-6)]

1. A student with limited English proficiency who has had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States and meets all other district promotion requirements;
2. A student with a disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule (Section 1008.212, F.S.);
3. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading or English Language Arts assessment;
4. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the English Language Arts Florida Standards tested in reading equal to at least a Level 2 performance. A student in grades 4-8 who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;
5. A student with a disability, who has been previously retained in the K-3 grade group, who participates in the FSA, and who has an Individual Education Plan (IEP) or a 504 plan that reflects that the student has received

intensive remediation in reading or English Language Arts for more than 2 years but still demonstrates a deficiency in reading;

6. A K-3 student who has received intensive remediation in reading for 2 or more years but still demonstrates a deficiency in reading and/or mathematics, and who was previously retained in the K-3 grade group for two or more years;
7. A 4-8 student who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who has previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group.

See Appendix P.

IX. OTHRE RETENTION WAIVERS

A. SOCIAL PROMOTION

A team of professional staff must conduct a case review for students being considered for retention. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

B. GOOD CAUSE RETENTION WAIVER

The principal, with input from the school intervention team (SIT), IEP committee, ELL/LEP committee and/or other professional staff, may waive the promotion requirements for students other than grade three students in reading by meeting any of these good cause conditions:

1. Previous retention – a student who has had a prior retention.
2. Alternative Programs – a student being considered for placement or currently placed in an approved special program such as ESE, dropout prevention, Section 504, or ESOL may be considered for an exemption. Good cause shall be based on documentation from an ELL/LEP, Section 504 meeting, ESE staffing or IEP review committee. The documentation must contain the recommendation and reasons for the student’s exemption.
3. Attendance – a student with problems of a unique nature that causes extended absences.

X. MID-YEAR PROMOTION OF STUDENTS RETAINED IN GRADE THREE

A. MID-YEAR PROMOTION

Any student in Grade 3 who has been retained at least once in grades K-3 may be eligible for mid-year promotion.

B. MID-YEAR PROMOTION PRIOR TO NOVEMBER 1

On or before November 1, retained Grade 3 students may be recommended for promotion if they meet these criteria: For successful completion of the district Grade 3 portfolio assessments to document the recommendation for promotion, there must be evidence of mastery of Grade 3 tested Florida Standards for English/Language Arts. The district's portfolio requirements incorporate these required elements as specified in [FAC 6A- 1.094222]. The student's performance must include mastery of the benchmarks assessed in Grade 3. Students must show 80% mastery (4 of 5 items correct) on each benchmark on each assessment.

C. MID-YEAR PROMOTION AFTER NOVEMBER 1

For mid-year promotion after November 1:

Retained Grade 3 students may be recommended for mid-year promotion based on student's mastery of third grade tested Florida Standards Benchmarks for English/Language Arts and beginning mastery of the Benchmarks for fourth grade consistent with the month of promotion to fourth grade. These students may be recommended for promotion to Grade 4 at any time from November 1 until the last school day of the first semester.

D. MID-YEAR PROMOTION AUTHORITY

For all mid-year promotions: The principal will recommend mid-year promotion for all eligible students. The Superintendent/Designee will review and sign all mid-year promotion recommendations.

E. PROGRESS MONITORING PLAN (PMP)

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented and monitored for the entire academic year.

XI. PROCEDURES FOR RETAINED STUDENTS NOT PROMOTED MID-YEAR

A. DIAGNOSTIC ASSESSMENT

Grade 3 students who are not promoted mid-year will continue to be monitored three times annually through the *iReady* assessment.

B. GRADE 3 RETENTION READING REQUIREMENT

Students who have been retained once in grade 3 will continue to participate in a 90-minute reading block and receive additional instructional time.

C. READING REMEDIATION FOR MULTIPLE RETENTION

Students who have been retained twice in grade 3 will be provided with 180 minutes of reading instruction.

XII. ACCELERATION

Academic Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** Core middle school courses (Language Arts, Math, Social Studies, or Science) taken in elementary school will be used to satisfy middle school promotion criteria once the student is enrolled in middle school. The grades will become part of the middle school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken. **Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.**

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a

part of a day without being assigned to a higher grade. Middle school courses are accessible only through K12 Virtual School and Panhandle Area Educational Consortium (PAEC) Virtual School.

Advanced Work Class – A student is placed with students for the entire day without being assigned to a higher grade to work on more advanced work. The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity. A student’s current teacher initiates the request in writing to the principal and contacts parent.

The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Elementary Acceleration* form (**Appendix B**).
2. The parent must meet with the Principal to review the request and the student’s eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Elementary Performance Contract* (**Appendix C**) prior to acceleration being granted.

XIII. INSTRUCTIONAL PROGRAM

A. STANDARDS AND BENCHMARKS

The District School Board of Gadsden County Curriculum for elementary students is the benchmarks of the Florida State Board adopted Florida Standards in English/language arts, mathematics, science/health, social studies, physical education, and the arts.

B. INSTRUCTIONAL ALIGNMENT AND FOCUS

All teachers shall provide instruction that supports student mastery of the Florida Standards. Students in K-5 shall have regular study of mathematics, science/health, English/language arts, art, music, social studies and physical education. Technology skills will be taught in the above subjects.

C. ENGLISH LANGUAGE LEARNERS (ELL) INSTRUCTION

Each school will offer instruction for English Language Learners that complies with the 1990 LULAC/META Consent Decree and with the District School Board of Gadsden County ELL Plan.

XIV. STUDENT RIGHTS FOR INSTRUCTION

A. STUDENT RIGHTS TO PARTICIPATE

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [F.S. 1000.05]

B. ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)/ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELL) as defined in [F.S. 1003.56].

C. PRIMARY LANGUAGE SERVICES

Services will be provided as outlined in the District School Board of Gadsden County ELL Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

D. USE OF PRIMARY LANGUAGE

No student will be denied appropriate use of his/her primary language [FS 1003.56]. No national language minority or English Language Learner/Limited English Proficient student shall be subjected to any disciplinary action based on his/her use of a language other than English. [FAC 6A-6.0908(3)]

E. DISCRIMINATION POLICY

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy.

F. FLORIDA VIRTUAL SCHOOL ACCESS

Students in grades K-5 that meet eligibility criteria outlined in [FS1002.455] may access K-5 courses through K12 Virtual School and PAEC Virtual School.

G. ACCESS TO MIDDLE SCHOOL COURSES

Students in grades 4 and 5 who score at level 5 on FSA reading or math and meet other criteria established in the ACCEL plan have the option to access 6th grade courses through K12 Virtual School and PAEC Virtual School.

H. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

I. K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL

K12 Virtual School and PAEC Virtual School is completely Internet-based and serves students in grades K-12. Students with access to the Internet can complete their course work from any location, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. Students earn credits through course work completion.

XV. GRADING OF STUDENT PERFORMANCE

A. TEACHER AUTHORITY

The teacher will be the authority in assigning each student a grade.

B. ELEMENTARY GRADING GUIDELINES

The goal of Gadsden County School District is to move all students to academic success. This assures high levels of learning for all students. In order for all students to learn, there are four essential components:

1. Highly effective core instruction
2. Systematic identification of each student's level of success during instruction
3. A multi-tiered system of supports to ensure that all students learn
4. Accurate and meaningful reporting of student achievement

Section 1. Initial Instruction:

Teachers and students must have clear expectations of the course standards as defined in Florida's course descriptions located at

<http://www.fldoe.org/academics/courses/course-descriptions.stml>.

- Learning targets are clearly articulated (e.g. posted on board, described in rubrics, listed on assignments)
- Instruction is scaffolded to develop learning to achieve the targeted outcomes at a proficient level

- Assignments and assessments are aligned with the Florida standards

Section 2. Assessment Types and Calculation Method:

Teachers gather information for two distinct reasons: to make instructional decisions (diagnostic and formative assessment) and to communicate a summary of the student's achievement (summative assessment).

- It is the purpose and timing of the assignments that determine whether it is diagnostic, formative, or summative.
- When possible, the way students are formatively assessed should match the way they are summatively assessed. For example, if students are to give an extended oral presentation (summative assessment), it is appropriate that they first do smaller oral presentations (formative assessment).

Diagnostic measures have two purposes.

- Screening assessments prior to instruction provide information on learner readiness.
- Diagnostic information can also be used during instruction to target areas of intervention.

Formative measures involve ongoing assessment and grading feedback for the purpose of instructional decision-making and are vital to teaching and learning. Teachers must assess the learning of their students frequently in order to evaluate the effectiveness of instruction and plan for future instruction. Formative data:

- Provide evidence on recent performance and patterns of learning.
- May be derived from pretests and other diagnostic tools.
- Respond accordingly to student learning needs, perhaps with an adjustment in instruction.
- Enable the teacher to determine if students are prepared for the summative.
- Enable students to do a self-evaluation of their own learning so they can identify areas of need and seek out assistance.
- Align with standards, summative assessments, and reinforce learning.

Summative measures are essential to grading. Teachers use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also play a role in higher education, career opportunities, promotion and retention decisions and may be used to identify students for evaluation of special programs and services.

Section 3. Assessment Guidelines, Grading Practices and Procedures:

Grades on both individual assessments and report cards should reflect students’ achievement of standards on intended learning outcomes.

- Grades will be reported by letter grade or numerical score in recording student progress as follows:

Letter Grade	Numerical Score	Description
A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	0-59	Failure

- A student’s grade should consist of multiple measures (many different types of assessments– computer-based, pencil and paper assessments). The District’s Uniform Guide for calculating students’ grades each grading period (Kindergarten through Five) is indicated below.

Letter Grade	Numerical Score	Description
Exams	50%	Ready LAFS/MAFS Assessments (Weekly/Interim) Journey’s Assessments (Unit/Benchmark) Portfolio Assessments (Grade 3)
Classwork	10%	Science labs/lab reports Independent Practice Daily Instructional Practice Ready MAFS/LAFS Practice
Quiz	25%	Teacher Created Quizzes Spelling Quizzes Writing Assignments
Participation	10%	Small group participation Reading & notetaking Class discussions
Homework	5%	Homework Activities

- Multiple formative assessments in a 9 week period are recommended.
- Students may be reassessed to maximize opportunities for progress. When a student’s score on a retake is less than the original score, the higher score should be used.
- Students and parents need timely and accurate feedback in order to effectively monitor learning progress.

- Best practice: Skyward should be updated weekly (except in the case of unusual circumstances). Grades of “0” (zero) should not be entered in advance of assigning work to students. “0” (zero) is used when the score on the assignment is “0” (zero).
- Students who are submitting late work (due to absence) should have one day, or one day for each day absent (whichever is greater), to submit work unless the teacher determines there are extenuating circumstances which necessitate an extension, or a school-wide policy exists that grants additional time.
- Nonacademic behavior (conduct and effort) should be reported separately from achievement grade.

Homework Policy. Each school shall have a homework policy which ensures that students will have regular home assignments which reinforce and enhance student learning. Each school shall include its homework policy in the student handbook.

When developing the school based policy consider these best practices:

- Homework should be an enriching experience with meaningful feedback given promptly. It is critical for students to also understand the purpose of their assignments and should not be used as a form of punishment or busy work.
- Homework is not included in a student’s academic grade.
- The purpose of homework is to develop intellectual discipline, establish good study habits, balance classroom workload, supplement and reinforce material covered in class, and serve as a link between home and school.
- Homework assignments should be at the instructional level that matches students' skills.

Section 4. Intervention and Remediation:

The focus of instruction should be getting students to achieve their full learning potential. When students demonstrate a lack of proficiency on standards they must receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards. Proficiency is defined by the state of Florida as 70% or higher.

When considering the need for intervention and/or remediation, there are a number of factors that impact educational outcomes and student performance. The PAIR process is a problem-solving method used to determine student needs and assist teachers to align intervention and remediation methods appropriately.

PAIR Process:

1. Problem Identification (What is the Problem?)
 - Teacher analyzes formative assessments to identify weaknesses in performance due to student readiness or instructional alignment.
2. Analyze the Problem (Why is it occurring?)
 - These factors include: Instruction: (how content is presented including types of materials, grouping, etc.) Curriculum: (content that is taught including scope and sequence); Environment: (where the student sits, physical arrangement of the room, lighting, noise, etc.) Learner: (the actual student)
 - Considering the factors will help teachers to determine likely causes of the problem and to choose the appropriate intervention method.
3. Intervention Design and Implementation (What do we do about it?)
 - Based on the pervasiveness of the problem, the student is given access to the appropriate intensity of intervention in addition to core instruction.
 - Teacher and student determine a plan for remediation
 - Intervention may include but is not limited to reassessment, tutoring, or intervention support aligned to the non-proficient standards. Intervention does not necessitate retaking an assessment.
4. Response to Intervention (Is the plan working?)

When student performance is still below proficiency after intervention, the teacher should repeat the PAIR process to identify another intervention method.

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving grade level objectives. For these students, the teacher should develop a progress monitoring plan. When the progress monitoring plan is unsuccessful in meeting the student's needs, the student should be referred to the school's Multi-tiered Systems of Support Team (MTSS). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

Section 5. District Grading Scale: (Grades K – 5) Mathematics, Language Arts, Science, and Social Studies

Letter Grade	Numerical Score	Description
A	90-100	Outstanding Progress (Mastery) Consistently demonstrates in-depth understanding of concepts, processes, and skills
B	80-89	Above Average Progress Often demonstrates an understanding of major concepts, processes, and skills
C	70-79	Average Progress (Proficiency) Demonstrates a developing understanding of major concepts, processes, and skills
D	60-69	Lowest Acceptable Progress Demonstrates a beginning understanding of major concepts, processes, and skills
F	0-59	Failure Demonstrates little or no understanding of major concepts, processes, and skills

COMPARISON OF ASSESSMENT CATEGORIES

FORMATIVE	SUMMATIVE
Occur during the learning process	Occur after the learning process
Provide feedback during the learning process to improve learning	Provide the information teachers need to assign a grade
Use quick questions to check for basic understanding	Do not have to cover an extended period; information could be chunked
Allow students to process smaller chunks of information and help students clarify their thinking before they become confused and frustrated	Allow students to prove what they have learned
Help teachers determine when to differentiate instruction to diverse needs	Help teachers analyze the effectiveness of their differentiation and decide if formative assessments provided needed information
Enable teachers to gauge students' understanding throughout the lesson	Enable teachers to make a judgment about students' learning

SAMPLE FORMATIVE ASSESSMENTS	SAMPLE SUMMATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Informal teacher questions • Conversation with student • Informal observation • Rough drafts of written work • Learning log (in progress) • Reflective journal (multiple drafts) • Student Response Strategies: Thumbs up, SMART BOARDS, Kagan structures, etc. 	<ul style="list-style-type: none"> • Formal oral interview • Conference with student • Formal observation • Final copy of written work • Final learning log entries* • Final journal entries*

*Would include elements of reflection, synthesis, and/or self-assessment

ASSESSMENT TYPES

	DIAGNOSTIC	FORMATIVE	SUMMATIVE
PURPOSE	To assess knowledge prior to instruction; to determine instructional needs in targeted areas	To monitor and guide a process/product while it is still in progress; to provide feedback to improve learning	To determine success of instruction
TIME OF ASSESSMENT	Prior to initial instruction; after instruction to determine gaps in learning	During the learning process	At the end of the instructional unit or at the end of instruction on a standard
TYPES OF ASSESSMENT TECHNIQUES	Informal observations, pre-tests, district accountability (e.g., FSA assessments in ELA, science and mathematics)	Quick checks for basic understanding, informal observations, quizzes, iReady assessments, teacher questions	Formal observation, tests, projects, term papers, exhibitions, district interim assessments

C. OTHER CONTENT AREAS

The academic grades reflecting achievement for art, music and physical education in Grades KG - 5th will use the following rubric:

S = Satisfactory

N = Needs Improvements

U=Unsatisfactory

D. CONDUCT

Student Conduct will be indicated by the following designations:

Excellent Shows outstanding participation. Strives beyond class assignments and homework and is highly motivated and well organized.

Satisfactory Usually participates. Completes class assignments and homework and is attentive.

Needs Improvement Rarely participates. Frequently does not complete assignments and is inattentive and poorly organized.

Unsatisfactory Does not participate. Never completes assignments and is disruptive in class.

E. EVALUATION OF ACHIEVEMENT

Evaluation of achievement will include progress toward mastery of Next Generation Sunshine State Standards and/or Florida Standards.

F. INSTRUCTIONAL LEVEL

The academic grade represents the progress made on a student's instructional level; it does not reflect achievement on grade level. The instructional level of the student will be indicated by the designation on, above, or below. These designations will be reflected in grades KG–5 quarterly. The designation will indicate the student is working on mastery of Next Generation Sunshine State Standards and/or Florida Standards predominately for that level.

XVI. REPORT CARDS

A. TEACHER COMMENTS

Teacher comments on the report card can be generated for each subject area.

B. NARRATIVE EXPLANATION OF GRADING SYSTEM

The report card shall contain an explanation of the grading system.

C. QUARTERLY ISSUANCE

Report cards shall be issued quarterly. Additionally, mid-grading period progress reports will be issued for all students.

D. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

E. GRADE REVIEW

Any parent or guardian, after consulting with the teacher, may request the principal to review any grade given a student at the end of a reporting period. However, such grade may not be changed or altered by the principal unless there was an apparent error in the grade calculation.

MIDDLE SCHOOL STUDENT PROGRESSION



MIDDLE SCHOOL (SIXTH GRADE THROUGH EIGHTH GRADE)

I. MIDDLE GRADES SCHOOL PROMOTION REQUIREMENTS

A. SUCCESSFUL COMPLETION OF COURSES

Promotion from middle school grades 6, 7, and 8 requires that a student must successfully complete the following academic courses or higher:

Grade Level	Language Arts English Language Arts	Mathematics	Science	Social Studies
6	M/J Language Arts 1	Grade 6 Mathematics	M/J Comprehensive Science 1	M/J World Geography
7	M/J Language Arts 2	Grade 7 Mathematics	M/J Comprehensive Science 2	M/J Civics
8	M/J Language Arts 3	Grade 8 Pre-Algebra	M/J Comprehensive Science 3	M/J United States History & Career Planning

** Each school that includes middle grades will offer at least one high school mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, a middle grades student must take the Algebra I statewide, standardized assessment—which must constitute 30% of the final course grade—and earn a passing grade in the course.*

*** To earn high school credit for geometry or Biology I, the middle grades student must take the statewide, standardized geometry or Biology assessment, which constitutes 30% of the student’s final course grade, and earn a passing grade in the course.*

****Each student’s performance on the statewide, standardized End of Course (EOC) assessment in Civics education constitutes 30% of the student’s final course grade.*

Students completing instruction through remote learning are subject to the same promotion requirements as students enrolled in face-to-face instruction.

B. CIVICS INSTRUCTION

If a student transfers into a Florida public school after the beginning of the second term of eighth grade, he or she is not required to meet the civics education requirement for promotion if the student’s transcript documents passage of 1) three (3) courses in social studies and 2) two (2) year-long courses in social studies that include coverage of civics education. If this is not the case, the student must be immediately enrolled in civics, participate in the Civics EOC, and the results of the EOC must constitute 30% of the course grade. The school principal or designee shall determine whether the student who transfers to the middle grades school, and who has successfully completed a civics course at the previous school, must take the Civics EOC. [FS1008.22(3)]

C. CAREER AND EDUCATION PLANNING COURSE

The Career and Education Planning Course is a required component of the Middle Grades Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.

D. MENTAL HEALTH

School districts must annually provide a minimum of five (5) hours of instruction to students in grades 6-12 related to youth mental health awareness and assistance, including suicide prevention and the impacts of substance abuse. Sections 1001.02 (2)(n), 1003.43(2). F.S. Rule 6A-1.094121. **Effective July 2019**

E. REQUIRED PARENT MEETING

Each school that includes middle grades must conduct an annual parent meeting in the evening or on a weekend to inform parents about the course curriculum and activities. [F.S.1003.4156(1)(e)(1-4)]

II. REQUIRED REMEDIATION IN READING AND MATHEMATICS

A. INTENSIVE/INTEGRATED READING

Reading Remediation – If a middle grades student scores Level 1 or Level 2 on FSA Reading, the student must enroll in and complete a remedial course or content area course in which remediation strategies are incorporated into course content delivery. All diagnostic, placement, progress monitoring, and reading program strategies will be conducted in accordance with the District School Board of Gadsden County K-12 Comprehensive Reading Plan as required by [F.S.1001.62(8)].

B. INTENSIVE/INTEGRATED MATHEMATICS

Mathematics Remediation – If a middle grades student scores Level 1 or Level 2 on FSA Mathematics, the student must receive remediation. This remediation requirement will either be integrated into the student’s required mathematics course at the next grade level, or the student will participate in an intensive remedial course.

III. GRADING SYSTEM

A. TEACHER AUTHORITY

The teacher shall be the authority in assigning each student a grade.

B. GRADING SCALE

Evaluation of achievement will indicate progress toward the mastery of the Florida Standards and Next Generation Sunshine State Standards. The grades reflecting achievement in academic courses in grades 6-8 with numerical equivalents shall be as follows:

Letter Grade	Percent	Grade Point	Rubric Description
A	90-100%	4.0 GPA	Outstanding Progress
B	80-89%	3.0 GPA	Above Average Progress
C	70-79%	2.0 GPA	Average Progress
D	60-69%	1.0 GPA	Lowest Acceptable Progress
F	45-59%	0.0 GPA	Failure
I	0%	0.0 GPA	Incomplete
N		0.0 GPA	No Grade

C. ASSIGNMENT OF FINAL GRADES

The student's final grade in a course will be determined by quarterly academic grades and other relevant performance criteria (e.g., exams, projects and other demonstrations of mastery of the Florida Standards or the Next Generation Sunshine State Standards). Teachers have the responsibility to determine final grades using quarter grades and other evaluations as appropriate. (The final grade does not always reflect a simple average of quarter grades).

Grade 6

1. For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + \text{End of Course (EOC)} (.30) = \text{Course Grade}$.
2. Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
3. For any course in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = \text{Course Grade}$.
4. Semester exams for courses in which the Florida Standards Assessment or FCAT 2.0 is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade respectively.
5. For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + \text{EOY/EOC} (.30) = \text{Course Grade}$.
6. Quarterly grades shall be computed as follows:
 - Assessments (60%)
 - Daily Assignments (40%)

D. TEACHER COMMENTS

Teacher comments on the report card shall be indicated through a coding system, and the report card shall contain a narrative explanation of the grading system.

E. FREQUENCY OF REPORT CARD DISTRIBUTION

Report cards shall be issued four times during the school year. In addition, schools are required to issue mid-quarter progress reports to all students.

F. DANGER OF FAILURE

Any time during a grading period that a student is in danger of failing, the teacher must make a documented contact with the parent by speaking with them on the phone, meeting in a conference, or sending written notification [FAC 6A-6.0908].

G. PARENT/TEACHER CONFERENCES

Parent-teacher conferences shall be scheduled as requested by parents and/or teachers.

H. RETENTION DECISIONS & THE ROLE OF JUDGMENT

While retention decisions will be made on a case by case basis with the principal having the final decision, the teacher’s judgment and the student’s work portfolio play a critical role in the evaluation of a student’s satisfactory performance and in the identification of a student’s area(s) of academic need. Pertinent factors, such as teacher observation, classroom assessment results, and classroom performance, must be considered by the teacher in order to identify the intervention(s) and/or intensive instructional strategies that will assist that student in meeting district and state performance levels.

IV. EXPECTED PERFORMANCE LEVELS

A. CHART OF GRADE LEVEL PERFORMANCE LEVELS

Students in Florida and Gadsden County are expected to meet state and local performance standards as follows:

Grade	Reading	Mathematics	Science	Social Studies
6	≥ Level 2 Grade 6 FSA ELA or iReady 23-35	≥ Level 2 Grade 6 FSA Mathematics or iReady 20-35	60% or higher End-of-Year Assessment	60% or higher End-of-Year Assessment
7	≥ Level 2 Grade 7 FSA ELA or iReady 23-35	≥ Level 2 Grade 7 FSA Mathematics or iReady 20-35	60% or higher End-of-Year Assessment	≥ Level 2 Civics EOC
8	≥ Level 2 Grade 8 FSA ELA or iReady 23-35	≥ Level 2 Grade 8 FSA Mathematics or iReady 20-35	≥ Level 2 Grade 8 NGSS Science *	60% or higher End-of-Year Assessment

*** or pass the appropriate high school end-of-course assessment**

B. STUDENTS WITH DISABILITIES

Students with disabilities are required to meet the same standards as non-disabled students unless they are taking access point classes and participating in Alternative Assessment instead of FCAT 2.0 or the Florida Standards Assessment.

V. RETENTION

A. MORE THAN TWO FAILURES

Students who fail more than two of the 4 core academic courses (language arts, mathematics, social studies, science) will be retained.

B. TWO FAILURES (GRADES 6 OR 7)

Students in grade 6 or 7 who fail two of the 4 core academic courses have the option to enroll in a virtual instruction program (Fuel Education/K12, Florida Virtual School, or Edgenuity) to engage in credit recovery during the summer. Students in grade 6 or 7 may be conditionally promoted to the next grade upon successful completion of one failed course through virtual instruction during the summer. These students are expected to be enrolled in credit recovery for the second failed course during the next school year.

C. ONE FAILURE

Students who fail one core academic course may be conditionally promoted to the next grade. These students are expected to do credit recovery through virtual instruction during the summer.

D. PROMOTION TO GRADE 8 OR 9

7th grade students must successfully complete all 6th grade core academic courses or higher and if necessary comply with B and C above to be promoted to grade 8. 8th grade students must successfully complete all 6th, 7th, and 8th grade core academic courses or higher to be promoted to grade 9. Grade 8 students may not be promoted to grade 9 until they have successfully passed all 12 middle grades core courses or higher.

E. CONDITIONAL PROMOTION (GRADE 7 OR 8)

Conditionally promoted students in grade 7 or 8 who have not passed all courses of the previous grade must be passing all courses at the end of the 1st quarter to remain at that grade level. Students failing one or more courses will be returned to the previous grade.

F. ENGLISH LANGUAGE LEARNERS (ELL)/LIMITED ENGLISH PROFICIENT (LEP) PROMOTION/RETENTION

No promotion or retention decision may be made for any individual student classified as English Language Learner (ELL)/Limited English Proficient (LEP) solely on a score on any single assessment instrument, whether such assessment is part of the statewide assessment program or of a formal district assessment process. A formal retention recommendation regarding an ELL/LEP student may be made through action of the school's ELL/LEP Committee [FAC 6A-1.09432].

G. SUMMER SCHOOL IN OTHER DISTRICTS

Students who attend academic summer school in other states or districts may be conditionally promoted based on transcripts or other data indicating that they have successfully completed remediation. This promotion will be validated through student performance in the first quarter of grade 7 or 8 through district and classroom assessments.

H. OTHER REASONS

Students will not be retained for reasons other than course failures as stated in A-G.

VI. ACCELERATION POLICY

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into high school. **The student's commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** School principals are required to inform parents and students of the available ACCEL options and the student eligibility requirements. Parent permission is necessary for ACCEL options.

Acceleration Options:

Whole Grade Promotion – Promotion of a student occurring at the end of the school year from one grade to a grade higher than normal matriculation allows. The student will be monitored for the first four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.**

Mid-Year Promotion – A student remains coded in the grade level they are currently enrolled in and is placed in the next grade level for instruction. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** If appropriately placed, the student will be formally promoted to the next grade level mid-year.

Subject Matter Acceleration – A student that is placed with students at a more advanced grade level on campus for one or more subjects for a part of a day without being assigned to a higher grade. The student will be monitored every four (4) weeks of the change of placement to assess progress. If acceleration is not appropriate for the student as determined by the school principal, **the student will be returned to the former placement.** High school courses taken in middle grades will be used to satisfy middle school promotion criteria once the student is enrolled in high school. The grades will become part of the high school academic record, including failing grades, and may impact future promotion. Student schedules must reflect courses taken.

Virtual Instruction Higher Grade-Level Subjects - A student that is placed with students at a more advanced grade level in a virtual class for one or more subjects for a part of a day without being assigned to a higher grade. High school courses are accessible only through K12 Virtual School or Panhandle Area Educational Consortium (PAEC) Virtual School.

Credit Acceleration Program (CAP) – 1003.4295, F.S. The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified score on the EOC. For 2020-2021, these courses include Algebra 1, Geometry, Biology, and United States History. The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance, as defined in F.S. 1008.22(3)(c)(5) on the corresponding EOC. Students interested in this option should confer with their counselor. 1003.4295 F.S.

The requirements and eligibility process is as follows:

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and applied in all situations.
- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1.**
- For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **May 1.**
- For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the counselor no later than **July 1.**
- For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the counselor no later than **October 1.**
- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable

justification for the request. This evidence includes but is not limited to previous FCAT or FSA scores and grade in the most recent math or science course taken.

- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

Multi-Age Gifted – A district identified gifted or high achieving student may be placed with multi-age students (Grades 6-8) for the entire day to work on Advanced 6-8 coursework (which generally rotates on a three year cycle). The program provides a uniquely differentiated curriculum and allows students the opportunity to interact with intellectually similar peers throughout the day. This approach will allow students to collaborate with other like-minded students, engage in more challenging assignments and gain confidence to express ideas in alternative ways. Students will gain opportunities to study content with a greater depth and complexity.

Procedures – The following procedure must be followed to consider a student for any of the ACCEL options:

1. If a parent requests consideration, it must be in writing using the *Request for Middle Grades Acceleration* form (**Appendix F**).
2. The parent must meet with the Principal/Counselor to review the request and the student's eligibility for acceleration.
3. If the request is granted, the parent and student must agree to a *Middle Grades Performance Contract* (**Appendix G**) prior to acceleration being granted.

Criteria and Procedures

Criteria	Whole Grade Promotion	Mid-Year Promotion	*Subject Matter Acceleration	Virtual Instruction Higher Grade-Level Subjects	Gifted Multi-Age (3 year program)
School Based, Parental and Teacher-Initiated Requests	Request must be submitted in writing by May 1 of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		Request must be submitted in writing prior to the end of the first nine weeks of the current school year using the <i>Request for Acceleration</i> form (Appendix F)		School-Based decision
Assessment Results and Grades	<p>A recent FSA Level 5 in reading <u>and</u> mathematics.</p> <p>Final grades in previous school year core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above.</p> <p>Current core course work (science, math, social studies, <u>and</u> English Language Arts) must reflect 90% or above.</p>		<p>A recent FSA Level 5 in reading <u>or</u> mathematics.</p> <p>Final grades in previous school year core course being considered for acceleration must reflect 90% or above.</p> <p>Current core course work being considered for acceleration must reflect 90% or above.</p> <p>* See Appendix E for Fast-Track Advanced Math Placement Criteria</p>		<p>District identified gifted students</p> <p>Students with high academic achievement pending availability as determined by school staff</p> <p>School-based matrix (See school counselor)</p>
Attendance	No more than 5 absences in a period of 30 days or no more than 10 absences in a period of 90 calendar days				
Teacher Recommendation	A written recommendation from the student's current grade level teachers for promotion requested				
School Counselor Recommendation	A written recommendation from the student's current school counselor for promotion requested				
Principal Approval	In accordance with state statute 1212.28(5) F.S. the principal of the school is the final authority in the placement of students in programs or classes				
District Approval	If promotion involves change in schools, the Superintendent/Designee and principals of both schools must be involved in the decision process.				

VII. PARENT NOTIFICATION

Annually, the school district shall provide a written report to parents/guardians of students' performance on each statewide assessment [FAC 6A-6.0908(2)].

VIII. PROGRESSION FOR ENGLISH LANGUAGE LEARNER/LIMITED ENGLISH PROFICIENT STUDENTS

A. ENGLISH LANGUAGE LEARNERS (ELL)/LIMITED ENGLISH PROFICIENT (LEP) READING INSTRUCTION

As required by [F/S.1003.56}, the District School Board of Gadsden County will provide ELL/LEP students with comprehensive instruction that is equal in amount, sequence, and scope as that provided to no-ELL/LEP students. The district will enroll ELL/LEP students who are reading below grade level in English and who score Level 1 or Level 2 on FSA ELA in courses appropriate to their level of English proficiency and reading ability.

B. ENGLISH LANGUAGE LEARNERS (ELL)/LIMITED ENGLISH PROFICIENT (LEP) STUDENT READING PERFORMANCE

Diagnostic, placement, progress monitoring and evaluation of ELL/LEP student performance in reading will be conducted as specified in the district's K-12 Comprehensive Reading Plan.

IX. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

A. COURSES AVAILABLE

High School Credit in Middle School

In accordance with Florida statutes 1003.4156 F.S., 1008.22(3)(c)2.1 F.S., middle grades students must be enrolled appropriately in high school credit-earning courses. Courses will adhere to high school grading policy which may be found in the high school program section of the Student Progression Plan. Middle grades students earning high school credit shall simultaneously be credited with meeting the requirements for the appropriate corresponding pre-grade 9 courses. High school courses taken below grade 9 are included in student's cumulative GPA and may be used to satisfy high school graduation requirements and Bright Futures award requirements.

B. GRADE FORGIVENESS

Based on [F.S.1003.4282(6)], middle school students who attempt Algebra I, Algebra I Honors, Geometry, Geometry Honors, Biology, Biology 1 Honors, Anatomy and Physiology, Spanish I, Spanish II, or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of "C", "D", or "F" through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation; however, all course grades will still be documented in high school official academic transcripts, cumulative student records, and in an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an "F" to a "D",

only the “D” will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student’s GPA calculation. In all cases of grade forgiveness, only new grades shall be used in GPA calculation.

C. AWARDING OF CREDIT

Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through the second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade. Please see **Appendix D** for complete description of Middle Grades EOC requirements. Students successfully completing middle school may begin earning their community service hours for high school transcripts beginning on the first day of 9th grade. Students who successfully complete an online course in grades 6-8 for high school credit may use that course to satisfy the online course for high school graduation requirement.

X. TRANSFERS FROM OTHER SCHOOLS

A. FOREIGN STUDENTS

Foreign-Born Students – The grade placement shall be age-appropriate for English Language Learner students who are unable to obtain records from previous schools. The principal may review and make changes in placement based on the academic performance of the student during the first grading period. The principal is responsible for the final placement decision.

B. MILITARY CHILDREN

See **Appendix A** for Military Children

C. HOME EDUCATION

Home Education [F.S.1002.41]

1. A “home education program” is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of [F.S.1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01].
2. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
3. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the termination of a home education program.

4. Parents must maintain a portfolio of records, educational activities and materials. Portfolios available for the district school superintendent, or the district school superintendent's designee, upon 15 days written notice.
5. Parents shall provide for annual educational evaluations documenting that the student's educational progress is at a level commensurate with his or her ability.
6. A home education program shall be excluded from meeting the requirements of a school day.
7. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.

D. VIRTUAL EDUCATION PROGRAMS

1. Students, including home education students, may take middle grade level courses offered through the virtual instruction programs (i.e., Fuel Education, Edgenuity, Florida Virtual School, and PAEC Virtual).
2. Virtual courses shall be available to students during or after the normal school day or during summer school enrollment. Students should be enrolled in a full schedule in the middle school which may include Fuel Education, Florida Virtual School, or Edgenuity course(s).
3. Students requesting to take a course offered by one of the aforementioned virtual providers must have parent approval. Students and their families must consult with the middle school counselor prior to applying to or enrolling in virtual courses.
4. Schools must accept all academic grades and credits attempted and/or earned through virtual coursework as approved by the school counselor. These grades will also be included in the calculation of the high school GPA for any high school courses taken at the middle school level. Grade forgiveness policies will apply to virtual school courses.
5. To avoid academic penalties, students must withdraw from courses based on deadlines set by the virtual education providers (Fuel Education, Florida Virtual School, or Edgenuity).
6. A full-time K12 Virtual School or PAEC Virtual School student who meets specified conduct and academic requirements is eligible to participate in extracurricular activities at the district public school to which the student would be assigned.

E. FUEL EDUCATION, FLORIDA VIRTUAL, & EDGENUITY

The aforementioned are **full-time** online district schools for students in grades K-12. A parent must request from the District School Board of Gadsden County Office of Virtual Learning a reassignment from the districted school and meet eligibility requirements in order for the student to be admitted. Enrollment is typically allowed during the open enrollment periods prior to the beginning of the

academic year and at midyear. These programs are completely Internet-based and serve students in grades K-12. Students with access to the Internet can complete their course work from any place, at any hour, and for as long as they choose. Students are responsible for completing their course assignments and submitting them via email to the teacher for feedback and grading. The chart below will provide a description of the district’s full-time virtual program and the eligibility criteria for entering a virtual learning program.

PROGRAM NAME	K12 Virtual School and PAEC Virtual School Grades 6-8
PROGRAM DESCRIPTION	<ul style="list-style-type: none"> • Fuel Education, Edgenuity, and Florida Virtual School are Full-Time district schools. • Fuel Education, Edgenuity, and Florida Virtual School deliver online instruction through contracted Virtual Instruction Providers. • Fuel Education, Edgenuity, and Florida Virtual School operate by <u>all</u> District guidelines, policies, and procedures. • Fuel Education, Edgenuity, and Florida Virtual School follow the District’s Student Progression Plan. • Fuel Education, Edgenuity, and Florida Virtual School students are <u>required</u> to follow the District Attendance Policy. • Fuel Education, Edgenuity, and Florida Virtual School follow the District school calendar. • Parents must commit to spending at least 2-4 hours per day as a learning coach for their student(s). • Parents and students must attend an orientation session and/or personal interview with the Fuel Education, Edgenuity, and Florida Virtual School Supervisor or designee prior to enrollment. • Traditional middle school activities such as, but not limited to, a promotion ceremony, are not available for Fuel Education, Edgenuity, and Florida Virtual School students. • Students are provided all required textbooks and necessary resources from the contracted Virtual Instruction Providers; all materials are shipped directly to the students’ home from the provider. • Virtual Instruction Providers post grades at the end of first (mid-year) and second (end of the year) semesters; students and instructional coaches (parent/guardian) can access academic grades/progress 7 days a week 24 hours a day through the student/parent/guardian accounts that are set up with the selected Virtual Instruction Provider.
ELIGIBILITY CRITERIA	<ul style="list-style-type: none"> • According to section 1002.455, Florida Statutes, students who want to enroll in Fuel Education, Edgenuity, and Florida Virtual School must meet at least one of the follow criteria specified: • Spent the prior school year in attendance at a public school in this state and was enrolled and reported by a public school district for funding during the preceding October and February for purposes of the Florida Education Finance Program (FEFP) surveys. • Is the dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to the parent’s permanent change of station orders? Was enrolled during the prior school year in a school district virtual instruction program under

	<p>Section 1002.45, a K-8 virtual school program under Section 1002.455, or a full-time Florida Virtual School Program under Section 1002.37(8)(a) of Florida Statutes.</p> <ul style="list-style-type: none"> • Has a sibling who is currently enrolled in the school district virtual instruction program and that sibling was enrolled in such program at the end of the prior school year.
PROMOTION POLICY	<p>Middle school grade promotion requires students in grades 6, 7, and 8 must successfully complete the following academic courses:</p> <ul style="list-style-type: none"> • 6th Grade – Language Arts, Math, Science, “Social Studies • 7th Grade - Language Arts, Math*, Science, Social Studies/Civics** • 8th Grade – Language Arts, Math*, Science, Social Studies/Career Education and Planning <p>*To earn high school credit for Algebra 1, eligible students must pass the EOC assessment.</p> <p>Beginning with the 2012-2013 school year, to earn high school credit for Geometry, eligible students must pass the Geometry end of course (EOC) assessment. ** Beginning in the 2014-2015 school year, the Civics EOC will constitute 30% of the student’s final course grade. The school principal or designee shall determine whether a student who transfers to the middle school, and who has successfully completed a civics course at the previous school, must take the Civics EOC.</p>
EXTRA-CURRICULAR ACTIVITIES	<p>Fuel Education, Edgenuity, and Florida Virtual School students in grades 6-8 may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school.</p>
STATE/LOCAL ASSESSMENTS REQUIRED	<p>6-8 students take <u>all</u> required state (FSA, FCAT, EOC, etc.) and district assessments identified on the District Assessment Calendar.</p>

XI. STUDENT RIGHTS FOR INSTRUCTION

A. EQUAL ACCESS

All District School Board of Gadsden County classes shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students. [F.S.1000.05]

B. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners (ELLs) as defined in [F.S.1003.56]. Services will be provided as outlined in the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. APPROPRIATE USE OF PRIMARY LANGUAGE

No students will be denied appropriate use of his/her primary language [F.S.1003.56]. No national language minority or English Language Learner

student shall be subjected to any disciplinary action based on his/her use of a language other than English [FAC 6A-6.0908(3)].

D. TEEN PARENT PROGRAM

Students who become married and students who are pregnant shall not be prohibited from attending school. These students and students who are parents shall receive the same educational instruction or its equivalent as other students but may voluntarily be assigned to a class or program suited to their special needs. Consistent with [F.S.1003.54], pregnant or parenting teens may participate in a teenage parent program.

E. DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an educational program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background, or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board Policies and Procedures.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and/or harassment, nothing in this policy shall prohibit a student, applicant for admission to an educational program or service, or parent from pursuing a grievance through the complaint and/or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant for admission to an educational program or service, parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

HIGH SCHOOL STUDENT PROGRESSION



HIGH SCHOOL (NINTH GRADE THROUGH TWELFTH GRADE)

I. GRADUATION REQUIREMENTS

A. Standard Diploma Requirements

Students must successfully complete one of the five diploma options and pass required statewide assessments.

1. Diploma Options

- a. 24-credit standard diploma
- b. 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- c. Career and Technical Education (CTE) Pathway
- d. International Baccalaureate (IB) Diploma curriculum

2. State Assessment Requirements (unless waived by IEP)

- a. Grade 10 English Language Arts (ELA) or a concordant score
- b. Algebra 1 end of course (EOC) or a comparative score

- B.** In addition to the above graduation requirements, students enrolled in Algebra 1, Geometry, Biology 1, and U.S. History must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade. Students must also earn a specific number of credits in required content areas, earn a 2.0 GPA on a 4.0 scale for all cohort years.

Content Area	Required Credits
English Language Arts (ELA)	4 Credits <ul style="list-style-type: none">• ELA 1, 2, 3, 4• ELA honors, Advanced Placement (AP), AICE, IB, and dual enrollment courses may satisfy this requirement.
Mathematics	4 Credits <ul style="list-style-type: none">• One of which must be Algebra 1 and one of which must be Geometry• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)• An identified computer science credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
Science	3 Credits <ul style="list-style-type: none">• One of which must be Biology 1, two of which

must be equally rigorous science courses

- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science credit may substitute for up to one science credit (except for Biology 1)

Social Studies	3 Credits	<ul style="list-style-type: none">• 1 credit in World History• 1 credit in U.S. History• 0.5 credit in U.S. Government• 0.5 credit in Economics
Performing Arts, Speech and Debate, or Practical Arts	1 Credit	
Physical Education	1 Credit	To include the integration of health
Electives	8 Credits	
Online	1 Course	

See appendix P for more detailed information.

The following courses have been identified as fulfilling the criteria for mathematics substitution:

- 0200305 Computer Science Discoveries
 - 0200315 Computer Science Principles
 - 0200320 AP Computer Science A
 - 0200325 AP Computer Science A Innovations
 - 0200335 AP Computer Science Principles

The following courses have been identified as fulfilling the criteria for science substitution:

- 0200800 IB Computer Science 1
- 0200810 IB Computer Science 2
- 0200820 IB Computer Science 3

C. ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL) PROCEDURES AND GUIDELINES FOR 9-12 HIGH SCHOOL STUDENTS

Each high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, and the Credit Acceleration Program (CAP). Program specifics are available through the student's school counselor. Such placement shall be made after review and approval by the school principal (or designee) and school counselor. (F.S.1002.3105)

- **Whole-Grade Promotion:** Acceleration by whole grade promotion is the skipping of a grade level when the student has successfully earned all of the credits required to be promoted to the specific grade level. Credits required for specific grade promotions are listed in the Student Progression Plan.
- **Mid-Year Promotion:** Students who successfully complete all credits required by the beginning of semester 2 may be promoted to the next grade level. The credits and assessments required for specific grade promotion are listed in the Student Progression Plan.
- **High-School Credit in Middle School:** In accordance with Florida Statutes F.S.1003.4156, 1008.22(3)(c)(2)(a), eligible middle school students may be enrolled in high school credit-earning courses. Students must meet all specified eligibility criteria for the high school course requested. Courses will adhere to high school grading policy which may be found in the Student Progression Plan. High School credits earned in grades 6-8 will become part of the student's permanent high school academic history and will be counted toward specific grade promotion to high school.
- **Subject Matter Acceleration (Credit Acceleration Program—F.S.1003.4295):** The Credit Acceleration Program (CAP) authorizes secondary students to earn high school credit in a course that requires a statewide, standardized end-of-course (EOC) assessment if the student attains a specified passing score on the EOC. These courses include Algebra 1, Geometry, Biology, and U.S. History and all other courses identified in state statutes.

The district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score as defined in F.S.1008.22(3)(c)(5) on the corresponding EOC. Students and parents interested in this option should contact the school counselor.

- The EOC will be administered only at the times established by the state assessment calendar.
- The score necessary to earn credit will be determined by the state and

applied in all situations.

- Only credit (no grade) will be earned by meeting the passing score on the EOC.
- For the April testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by school counselor no later than **February 1**.
- For the July testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the school counselor no later than **May 1**.
- For the September testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the counselor no later than **July 1**.
- For the December/January testing date, the *Mastery Exam Request Form (Appendix H)* must be completed and received by the counselor no later than **October 1**.
- As part of the Mastery Exam Request, students will be required to supply evidence that they are prepared to sit for the EOC or that there is reasonable justification for the request. This evidence includes but is not limited to previous FCAT or FSA scores and grade in the most recent math or science course taken.
- If a student takes the EOC and does not earn credit, the student will not be eligible to apply for further CAP testing for the same course until additional preparation has been documented and evaluated.

II. COURSE CREDIT (F.S.1003.436)

A credit (1) for high school graduation is defined as a minimum of 135 hours (or 120 hours in a flexible/block schedule) of bona fide instruction in a designated course which contains student performance standards. Credit will also be awarded to students who demonstrate mastery of course content and student performance standards through alternative instructional delivery models such as performance-based instruction, extended school year programs, and flexible/block scheduling.

A. COURSES EXCLUDED FROM CREDIT AWARDING (F.S.1003.43 (7))

No high school students may be granted credit toward high school graduation for enrollment in the following courses or programs: more than a total of nine (9) elective credits in remedial programs, more than three (3) credits in practical arts family and consumer science classes, more than (1) credit in exploratory career and technical courses, or any level 1 courses unless the student's assessment shows a more rigorous course would not be appropriate (this need must be included in the student's IEP or performance plan, such as an Academic Performance Plan, and signed by principal, school counselor, student and parent).

B. COURSE SUBSTITUTIONS AND WAIVERS (F.S.1003.4282) ANNUAL COURSE CODE DIRECTORY

A course that has been used to substitute in one subject area may not be used to substitute for any other subject area. Course substitutions may not count toward state university system admissions requirements. The District School Board of Gadsden County curriculum and approved courses and programs are to be the means for granting credits. Some course substitutions are provided through the state statute as follows:

Required Courses	Approved Substitutions
1.0 HOPE (Health Opportunities through Physical Education)	Participation in two (2) seasons of an interscholastic sport at the Junior Varsity (JV) and Varsity levels <u>and</u> a passing score of a “C” on a Personal Fitness Competency test. OR Completion of two (2) full years of JROTC
1.0 Performing/Fine/Practical Arts	Completion of two (2) full years of JROTC
Other Course(s) with Allowable Substitution	Approved Substitutions
1.0 Physical Science	Successful completion of the JROTC Naval Science Program (Naval Science 1, 2, 3)
0.5 Physical Education	Successful completion of the Army JROTC Leadership Educational Training courses 1 and 2
Foreign-born students entering high school with 1.0 – 4.0 credits in the study of English language	1.0 – 4.0 credits for student’s study of a foreign language (in this case, the foreign language is English for that student.)
0.5 Credit / 1.0 Credit Performing/Fine/Practical Arts	Successful completion of any art form class that requires manual dexterity, or a course in speech and debate (F.S.1003.43)
Mathematics credit other than Algebra I or Geometry	0200305 Computer Science Discoveries 0200315 Computer Science Principles 0200320 AP Computer Science A 0200325 AP Computer Science A Innovations 0200335 AP Computer Science Principles
Science Credit other than Biology	0200800 IB Computer Science 1 0200810 IB Computer Science 2 0200820 IB Computer Science 3
Substitutions listed in Annual DOE Course Code Directory	Successful completion of Career and Technical Education courses used as substitutes in Mathematics and Science (does not apply to scholar diploma)

C. NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

If you wish to participate in NCAA Division I or II athletics, you need to be certified by the NCAA Eligibility Center. You need to qualify academically and you need to be cleared as an amateur student athlete. You are responsible for achieving and protecting your eligibility status.

D. COURSE TITLES ON TRANSCRIPTS

A course title on a student schedule and transcript means that the student is receiving regular, planned instruction, by a teacher following the course content as defined in the State of Florida Curriculum Course Descriptions (Frameworks) and the District School Board of Gadsden County curriculum. GPA weight is dependent upon the course, and all weighted courses must be approved by the School Board and in compliance with statutory requirements and articulation agreement(s) with post-secondary institutions.

E. DETERMINATION OF MASTERY OF STUDENT PERFORMANCE

Student performance standards will be measured on a regular, continuous basis. Such measurements may be made through the use of teacher observations, classroom assignments, and traditional and alternative forms of assessment. A student will have demonstrated mastery of student performance standards for district-approved course when through teacher observations, classroom assignments, and examinations, it has been determined that a student has attained a passing score for the course. This score and the procedures to be used to determine semester and yearly averages will be in accordance with the procedures as outlined in this Student Progression Plan and End of Course Examinations as mandated by the state. Although course preparation is recommended, students are not required to take the course prior to taking an EOC examination. In the determination of mastery of student performance standards for high school credit, it is the intent of the District School Board of Gadsden County to utilize student performance standards which are clear and precise statements of what the learner is expected to do by the end of a prescribed learning period; reflective of the essential knowledge, skills, concepts, or behaviors contained in the state-approved course descriptions; and clearly communicated to all learners at the beginning of a course or unit of instruction.

F. ENGLISH LANGUAGE LEARNERS (ELL)/LIMITED ENGLISH PROFICIENT (LEP) CREDIT

English Language Learners (ELL)/Limited English Proficient (LEP) shall be given credit toward fulfilling graduation requirements in English for each basic ELL course completed satisfactorily. Credit shall be given toward fulfilling

graduation requirements for each basic subject area course completed satisfactorily which was delivered using ELL strategies. ELL/LEP students shall be given either elective credit or reading credit depending upon course content and teacher compliance for basic ESOL courses and Developmental Language Arts through ELL as outlined in the DOE Course Code Directory. English Language Learners/Limited English Proficient (ELL/LEP students) may not receive a failing grade if instructional strategies, materials, and assessments have not been modified in order to meet their instructional needs. In addition, these modifications and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are modifying instruction and assessment in order to provide comprehensive instruction to ELL/LEP students. The grade placement shall be age appropriate for students identified as ELL/LEP students who were born in a foreign country and are registering for the first time in Gadsden County Schools. Each school will offer instruction for ELL/LEP that complies with the 1990 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida Department of Education).

G. VARIETY OF INSTRUCTIONAL TECHNIQUES AND INSTRUCTIONAL MEDIA

A variety of instructional techniques and instructional media consistent with the needs of individuals or student groups shall be utilized. In particular, varied instructional strategies, special communications equipment, or modification of methods of evaluation may be used to accommodate those students in exceptional student education and/or alternative education programs, and ELL/LEP.

III. TRANSFER OF CREDITS

A. REQUIREMENTS FOR TRANSFER, FOREIGN-BORN AND/OR ELL/LEP STUDENTS

Students who enter a Florida public school in 11th and 12th grade from out-of-district or from a foreign country shall not be required to spend additional time in high school in order to meet Florida high school course requirements if the student has met all requirements of the school district, state or country from which he/she is transferring. However, to receive a standard high school diploma, a transfer student must earn an unweighted 2.0 grade point average and pass the grade 10 FSA required in F.S.1008.22(3), SAT/ACT and other alternate assessments described in F.S.1008.22. Florida Statutes may change options for alternative assessments. End of course assessments required for the student's

grade 9 cohort are required unless specific assessments have been taken in the state the student transfers from. The school counselor and registrar will determine the course and assessment requirements for the transferring student. The grade placement of any student transferring from another state or private school will be determined by the principal (or designee) of the receiving school. Students entering school from a foreign nation or from a public, private or home school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years.

B. PROCEDURES FOR TRANSFER

All evidence of work or credits earned at another public school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the principal (or designee).

C. INSTITUTIONS WITH AUTOMATIC CREDIT APPROVAL FOR TRANSFER

Credits earned through institutions affiliated with the following accrediting agencies will be automatically approved:

- Southern Association of Colleges and Schools
- Middle States Association of Colleges and Schools
- New England Association of Colleges and Schools
- North Central Association of Colleges and Schools
- Northwest Association of Accredited Schools
- Western Association of Colleges and Schools
- Council of Bilingual Schools
- Episcopal Diocese of Florida
- Florida Coalition of Christian Private Schools
- Florida Conference of Seventh-day Adventist Schools
- Florida League of Christian Schools
- Lutheran Schools For Florida- Georgia District (FLGA-LCMS)
- National Council on Private School Accreditation (NCPSA) member agencies
- Accrediting Association of Seventh-day Adventist Schools, Colleges and Universities
- Association of Christian School International
- Association of Christian Teachers and Schools, Assemblies of God
- Association of Independent Schools of Florida
- Association of Waldorf Schools of North America
- Christian Schools International
- Christian Schools of Florida

- Florida Catholic Conference
- Florida Association of Christian Colleges and Schools
- International Christian Accrediting Association
- Kentucky Nonpublic School Commission
- Montessori School Accreditation Commission
- National Independent Private School Association
- Florida Council on Independent Schools (FCIS)
- Florida Association of Christian Colleges and Schools (FACCS)

D. TRANSFER FROM NON-ACCREDITED AND FOREIGN SCHOOLS

Credits from non-accredited schools, as well as foreign schools, will be evaluated on the basis of comparability to local courses in terms of course length and content in some cases, communications with the previous school will be necessary and a translation of transcripts required. Students transferring from another country shall receive English credit Language Arts) for primary language study. English or a language other than student’s native language as it appears on a foreign transcript will be reflected as foreign language credit. Students transferring into a public school from non-accredited school or a foreign school must be placed at the appropriate sequential course level. For example, an 11th grade transfer student may validate his English I and II credits taken at the sending school with a 2.0 GPA in English III at the receiving school. Students who do not meet a 2.0 GPA, or choose not to continue to the next sequential level in a particular subject area (i.e., foreign languages), must have their credits validated using an approved alternative validation procedure (described below).

E. TRANSFER FROM HOME SCHOOLS

A student entering a School Board of Gadsden County high school from a home education program must present documentation (i.e., the student’s portfolio with dated samples or work) which indicates the courses in which the student received home instruction. High School credits may not be given solely on the basis of time spent in a home education program. The decision regarding credits will be made by the high school principal. Parents shall provide to the school a detailed course description for each course, indicating objectives, instructional materials, and methods of student performance evaluation. Courses will be evaluated on the basis of comparability to local courses in terms of course length and content. Parents shall provide evidence that each course eligible for one high school credit consisted of at least 135 (or 120 in a flexible/block schedule) hours of instruction. If the receiving school cannot validate course/credit attainment through a portfolio assessment, the student shall be placed in an age appropriate course(s).

F. VALIDATION OF CREDIT

Work or credits from home schools, private schools, other than those accredited by agencies in (c) above, as well as tutorial agencies, and correspondence school

programs, shall be validated by performance assessments conducted during the first grading period. If requested, home education students shall be provided up to ninety days to prepare for the required assessment(s). A transferring student shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. For students who do not meet this requirement, any of the following alternatives may be used by the District to validate credits:

- Portfolio evaluation by principal or designee
- Written recommendation by a Florida-certified teacher selected by the parent and approved by the principal
- Demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools
- Demonstrated proficiencies on nationally-normed subject area assessments
- Written review of the criteria utilized for a given subject provided by the former school
- Demonstrated by 70% proficiency level on the end of course exam

Academic Services and the school will assist with the evaluation of Home School student credit. If letter or numerical grades were not awarded at the prior school, the student will be awarded a grade that is equivalent to his/her end-of-course summative performance in the next sequential course. The final decision regarding credit is the responsibility of the school principal.

G. TRANSFER FOR FOREIGN EXCHANGE STUDENTS

Foreign Exchange students who wish to enroll in a Gadsden County school must show proof of English Language proficiency in listening, speaking, reading, and writing prior to enrolling. Students who enroll in a Gadsden County school and who have been foreign exchange students (i.e., U.S. citizens who left the U.S.A. through a recognized program for one or more years) must present a valid transcript or original report card upon their registration in a Gadsden County School. All grades for these high school students will have the option to be converted to pass/fail. Special note: Acceptance of pass/fail would prohibit student eligibility for all interscholastic competition due to the inability to calculate and meet the minimum 2.0 grade point average requirement. Foreign exchange students from other countries (in an approved exchange program listed in the most current Council on Standards for International Education Travel [CSIET] Advisory List) upon leaving a Gadsden County school shall receive a valid transcript of their work while in the district. Students in their fourth year of high school, and who provide a valid transcript of their previous three year's work, shall be eligible for a Gadsden County diploma if they meet all requirements for graduation. In addition, the student must earn the required grade point average and pass the appropriate state test(s) required for graduation and have met the minimum state of Florida graduation credits.

H. TRANSFER OF CREDIT: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

Transfer of Credit: Educational Opportunity for Military Children – See Appendix A

IV. DROP/ADD TIMELINES, PROCEDURES, AND GRADING FOR CONTINUING STUDENTS

A. TIMELINE FOR DROPPING DUAL ENROLLMENT COURSES

Post-secondary institutions have drop/add procedures and timelines. Students who are enrolled in a Gadsden County High school and taking dual enrollment off the campus of their district school sites must comply with the timelines delineated by the post-secondary institution.

B. TIMELINE FOR DROPPING VIRTUAL SCHOOL COURSES

Fuel Education, Florida Virtual School, and Edgenuity have institutional drop/add procedures and timelines; however, all School Board of Gadsden County students who participate in virtual school must be enrolled for full school days in a District School Board of Gadsden County school and must comply with the timelines delineated by the School Board. While students await acceptance to a virtual education program, they must remain enrolled full-time in District School Board of Gadsden County schools. *The “W/F” codes assigned by Fuel Education, Florida Virtual School, and Edgenuity will be treated as a grade of “F” on the student’s transcript.*

C. GRADE ASSIGNMENT FOR DROPPED COURSES

In a drop/add situation, the receiving teacher assigns the grade. The teacher of the dropped course will not assign a grade.

- **Record of Changes:** Courses which were dropped within the add/drop window may not appear on report cards; however, the student information system will retain all drop/add changes. The grade for a dropped course will not be calculated in the GPA.
- **Exceptions:** Exceptions to these rules may be made only by written request to the Principal. In a drop/add situation beyond the two-week window (full-credit course) or the one-week window (half-credit course), the Principal (or designee) will determine which teacher assigns the grade. The Principal may determine that the grade will consist of an average between the teacher of the dropped course and the receiving teacher.

D. ESE CONSIDERATIONS

A student may transfer from a regular education course into a one-credit ESE fundamental course prior to the beginning of the second semester to earn credit toward a special diploma. The grade in a regular education course may not equate

to the same grade in an ESE fundamental course (special diploma) due to the differences in course expectations and performance standards. Consequently, it is the responsibility of the ESE teacher to assign a grade based on demonstrated mastery of fundamental standards for work completed before and after the course change. Exceptions to the above mentioned timeline can be made based on the individual student needs as determined by the IEP team.

V. GRADE LEVEL CLASSIFICATION (F.S.1008.25)

A. TRADITIONAL HIGH SCHOOL (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS & VIRTUAL EDUCATION PROGRAMS (24 CREDITS)			
END OF YEAR PROMOTION			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & thereafter	10 th Grade	5	
	11 th Grade	11	1.0 English and 1.0 Math
	12 th Grade	17	2.0 English and 2.0 Math

B. TRADITIONAL HIGH SCHOOL: MID-YEAR PROMOTION (K12 VIRTUAL SCHOOL AND PAEC VIRTUAL SCHOOL)

TRADITIONAL HIGH SCHOOLS (24 CREDITS)			
MID YEAR PROMOTION			
K12 Virtual School, PAEC Virtual School			
CLASS OF	TO BE PROMOTED TO	CREDITS EARNED	COURSES REQUIRED
2013 & thereafter	10 th Grade	6	
	11 th Grade	12	1.0 English and 1.0 Math
	12 th Grade	18	2.0 English and 2.0 Math
2012	10 th Grade	7	
	11 th Grade	13	1.0 English and 1.0 Math
	12 th Grade	19	2.0 English and 2.0 Math

VI. READING REMEDIATION (F.S. 1003.428(2)(C))

Each year a student scores Level 1 OR Level 2 on THE 8th, 9th, or 10th grade state-level reading exam, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation skills not acquired by the student. Students identified as having a deficiency in reading will undergo a series of diagnostic testing to determine the specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary. Students will be placed according to the district K-12 Comprehensive Reading Plan. Schools shall also provide for the frequent progress monitoring of all Level 1 and FSA reading students' progress in meeting the desired levels of performance.

VII. REMEDIATION

Schools are expected to provide, with school district assistance, a variety of strategies to meet the individual needs of students. These strategies may include but are not limited to extended school year, dropout prevention services, tutorial programs, exceptional student education, modified curriculum, reading instruction, after-school instruction and other extended day services, tutoring, mentoring class size reduction, and intensive skills development programs. For each year in which a student scores a Level 1 on the state-level Mathematics exam, the student must complete an intensive mathematics course the following year, which may be taught through applied, integrated, combined courses. Each year a student scores Level 1 or Level 2 on the Algebra I EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation skills not acquired by the student.

The Individual Education Plan (IEP) will serve as the remediation plan for most ESE students. Remedial instruction provided during high school may not be counted in lieu of English and mathematics credits required for graduation. Beginning with the 2011-2012 school year, SB 1908 requires that a college readiness assessment (PERT, ACT, or SAT) shall be administered to all high school students prior to grade 12 with defined FCAT/FSA 2.0 scores. The State Board of Education has established by rule the minimum test scores a student must achieve to demonstrate readiness. See Appendix J. Students achieving the minimum test scores, and enrolling in a community college within two years, will not be required to enroll in remediation courses. High schools must provide students in grade 12 who score below the minimum scores access to remedial instruction prior to graduation.

VIII. PROMOTION, RETENTION, AND PROMOTION WITH INSTRUCTIONAL SUPPORT

A. PROMOTION NOTIFICATION OF PROGRESS

Student promotion in grades 9-12 is based on results of locally determined assessment, and where appropriate, statewide assessment (F.S.1008.25). The time required to complete senior high school will depend upon successful completion of required state and district credits, testing requirements and grade point average.

B. PARENT NOTIFICATION OF POTENTIAL FAILURE

Parents or guardians of each student will be notified in writing annually of the progress of the student toward achieving the district's identified minimum levels of performance in reading and mathematics and the student's results on each statewide assessment test to include those needed as graduation requirements. Evaluation of each student's progress will be based upon the student's classwork, observations, tests, district and state assessment and other relevant information. Teachers must contact parent(s) by phone call, email or letter any time during a grading period when it is apparent that the student may fail. Formal notification must include progress reports as well as letters, documented phone calls, report cards and parent conferences. Every effort will be made to provide communication in the child's/parent's home language, if feasible. The opportunity for a conference with the teacher or principal must be provided to the parent of any student who may be retained. At the end of each semester, the parent or guardian of each student in grades 9, 10, 11, 12 who has an unweighted cumulative grade point average of less than 2.5 must be notified that the student is at risk of not meeting the requirements for graduation. School personnel should attempt to identify those students at each grade level in grades 9 through 12 who have attained a cumulative grade point average below the minimum grade point average required for graduation pursuant to F.S.1003.43(5)(e)2. School must further inform parents of provisions for assisting such students to achieve the required cumulative grade point average F.S. 1003.43(5)(e)2. Provisions may include but not be limited to:

- Referral to the School Intervention Team
- Remedial groups within existing classes
- Extended School Year programs for students who qualify
- Credit recovery programs for students who qualify
- Remedial programs during the day

C. RETENTION FOR ELL/LEP

No student may be retained based solely on his/her level of English language proficiency. A formal retention recommendation regarding an English Language Learner/Limited English Proficient student may be made through the action of an ELL/LEP committee [F.S.1008.25].

D. HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL STUDENTS

Middle grade students are expected to meet the same course and grade requirements for such courses as their counterparts enrolled in the same courses in the district's high schools. These courses may be used to satisfy high school graduation requirements and/or Florida Bright Futures Scholarship Program. Grade replacement and/or forgiveness policies may be found in this document. Based on [F.S.1003.428], middle school students who attempt Algebra I, Algebra I Honors, Geometry, Geometry Honors, Spanish I, French I, Chinese I, or Speech

I or other approved courses through ACCEL for high school credit may repeat the same or a comparable course to replace a grade of “C”, “D”, or “F” through grade forgiveness. Any grade for a repeated course for credit will replace the former grade in GPA calculation; however, all course grades will be documented on high school official academic transcripts, cumulative student records, and an automated system. In addition, grades from all courses taken must be included in the GPA calculation unless the grade has been forgiven by retaking the same or comparable course. Under local district policy, if retaking a course improves an “F” to a “D”, only the “D” will be calculated in the GPA. If a student earns the same letter grade twice for the same course, only ONE of the letter grades will be counted in the student’s GPA calculation. In all cases of grade forgiveness, only the new grade shall be used in GPA calculation. Students who drop a high school course are strongly encouraged to do so during the first grading quarter to avoid academic penalties. If students remain in a high school course(s) through second grading quarter (first semester), the grade(s) and credit(s) earned will be added to the high school official academic transcript. Any student dropping a high school course will be returned to a comparable middle school level course. One semester of a high school math course will be considered partial fulfillment of the math course requirement for promotion from 8th to 9th grade.

IX. REQUIREMENTS FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

A. CAREER AND PROFESSIONAL ACADEMIES

Each high school offers options to students to enter a Career and Professional Education (CAPE) Academy. CAPE Academies are small, personalized career themed learning communities within a high school that offer a rigorous academic curriculum and career themed courses that lead to an industry certification. Industry certifications articulate to postsecondary level coursework and provide instruction to high skill, high wage and high demand careers. CAPE Academies have partnerships with post-secondary institutions, business and industry. The district will make available at least one Career and Professional Academy to students in each high school. All students will receive information on the consequences of failure to receive a standards diploma, including the potential ineligibility for financial assistance at post-secondary educational institutions (F.S.1003.433).

B. REQUIREMENTS FOR ENGLISH LANGUAGE LEARNER INSTRUCTION

Each school will offer instruction for English Language Learners/Limited English Proficient (ELL/LEP) that complies with the 1900 LULAC/META Consent Decree and the District ELL/LEP Plan (approved by the District School Board of Gadsden County and the Florida DOE).

C. REQUIREMENTS FOR PARTICIPATION IN STATEWIDE ASSESSMENT

Each student must participate in statewide assessment tests at designated grade levels as required by F.S.1008.22, 1008.34 & 1001.11.

X. COMMUNITY SERVICE

A. REQUIREMENTS FOR CREDIT AND REPORTING

Students who enroll in and successfully complete 75 hours of non-paid voluntary community or school service work may earn one-half elective credit in Voluntary School/Community Service (course number 2104330) or one-half elective credit in Voluntary Public Service (course number 0500370). A total of one credit may be earned through community service. The grade awarded is “pass” (P). Students must complete a minimum of 75 hours of service in order to earn the one-half credit for either course. Credit may not be earned for service provided as a result of court action. The school principal or designee is responsible for pre-approving specific volunteer activities before the student begins any community service project for high school elective credit. Community service begins on the first day of school. For high school credit and Bright Futures eligibility, volunteer/community service hours must be completed prior to graduation. Note: Please see Bright Futures website for most updated information.

XI. STUDENT RIGHTS FOR INSTRUCTION

A. STATEMENT OF NON-DISCRIMINATION

All District School Board of Gadsden County classes, including those that are designed to provide accelerated graduation options or additional opportunities for weighted GPAs, shall be available to all students without regard to race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation. This is not intended to eliminate the provision of programs designed to meet the needs of students with limited proficiency in English or exceptional education students (F.S. 1000.05).

B. PROVISIONS FOR ENGLISH LANGUAGE LEARNERS (ELL)

English for Speakers of Other Languages (ESOL) services are designed to meet the communicative, academic, and social needs of English Language Learners/Limited English Proficient (ELL/LEP) as defined in F.S. 1003.56. Services will be provided as outlined in the District ELL/LEP Plan. No ELL/LEP student will be retained solely due to a lack of English language proficiency.

C. EQUITY AND NON-DISCRIMINATION/HARASSMENT POLICY

No student will be denied appropriate use of his/her primary language [F.S. 1003.56].

D. PARTICIPATION IN RIGOROUS COURSEWORK

Students who score at highly proficient levels on the Grade 10 PSAT may be afforded the opportunity to participate in rigorous honors, Advanced Placement or Dual Enrollment courses. No student will be denied access to such rigorous course on the basis of a single assessment or any other single criterion. The following guidelines were recommended for high school students to access rigorous courses:

- Demonstrate regular school attendance.
- Demonstrate academic performance by grades and standardized test scores (FSA, ReadiStep, PSAT, SAT, ACT, PERT, etc.).
- Parents/students can select rigorous courses when a student demonstrates master of curricular prerequisites as evidenced through academic history (grades/standardized test scores).
- Any student taking an AP, AICE, or IB course(s) may be required to take the end of the year AP, AICE or IB course tests and any other final exam pertaining to the course.

E. BOARD POLICY ON NON-DISCRIMINATION

Any student who believes that he/she has been denied participation in or access to an education program or activity, or has otherwise been discriminated against due to age, sex, race, color, religion, national or ethnic origin, disability, handicapping condition, pregnancy, parenthood, marriage, political beliefs, social and family background or for any other reason not related to his/her individual capabilities, may file a grievance according to the procedure established in School Board policy.

F. GRIEVANCE PROCEDURES

In cases of alleged discrimination and /or harassment, nothing in this policy shall prohibit a student, applicant (for admission to an educational program or service) or parent from pursuing a grievance through the complaint and /or grievance procedures as may be established by federal and/or state statutes or regulations. No student, applicant (for admission to an educational program or service), parent, or employee shall be subject to adverse action in retaliation for having filed a grievance or for having testified, assisted, or participated in any manner in an investigation, proceeding, or hearing conducted under the authority of this policy.

XII. GRADING AND GRADE POINT AVERAGE (GPA)

A. QUALITY POINTS FOR GRADES (F.S. 1003.437)

The following quality points will be assigned for grades in all courses except AP, DE, Pre-AICE, AICE, IB, Level 3 CTE courses, and those approved as “Honors” level by District School Board of Gadsden County:

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

B. QUALITY POINTS FOR HONORS, CTE, ADVANCED PLACEMENT, AND DUAL ENROLLMENT COURSES

Some District School Board of Gadsden County-approved level 3 Honors and CTE, identified Pre-international Baccalaureate and all Advance Placement, International Baccalaureate, Pre-AICE, AICE, and Dual Enrollment courses will receive quality points as follows:

A = 5.0 B=4.0 C = 3.0 D = 2.0 F = 0

C. COMPUTATION OF GRADE POINT AVERAGE (GPA)

Grade Point Averages are computed as both weighted and unweighted for specific purposes related to athletic eligibility, graduation, class ranking, scholarship opportunities, etc. The school counselors will share calculations with students as defined in the district's Guidance Department Handbook.

D. GPA AND OTHER ELIGIBILITY REQUIREMENTS FOR INTERSCHOLASTIC ACTIVITIES (F.S.1006.15(2))

Interscholastic extracurricular activities are those organized student activities between, among or within schools which are carried on outside the curriculum or regular course of study in school. These activities may involve displays of talent which include, but are not limited to, sports, speech debate, and fine arts interscholastic competitions or festivals and career and technical student organization activities. In order to comply with the District School Board of Gadsden County and the Florida High School Athletic Association policies to be eligible to participate in interscholastic extracurricular student activities, a student must maintain an unweighted cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by F.S. 1006.43(1) at the conclusion of each semester in order to be eligible during the following semester. A student shall be eligible for the first semester of the ninth-grade year provided it is the student's first entry into the ninth grade, and he or she was regularly promoted from the eighth grade the immediate preceding year. A student who is ineligible during the second semester of his or her ninth grade year or during the first semester of his or her tenth grade year as a result of earning a GPA of less than 2.0 may regain eligibility for the following semester provided: The student signs an academic performance contract that states, at a minimum, the student will attend summer school or its equivalent, and the student earns a GPA of 2.0 or above in all courses taken during the semester of ineligibility. Once a student enters grade 11, he or she must have an unweighted cumulative GPA of 2.0 or greater on a 4.0 scale in all courses required for graduation at the conclusion of each semester in order to maintain eligibility for the following semester. Additionally, a student must maintain satisfactory conduct. If a student is arrested and charged or is found to have committed a felony or a delinquent act which would have been a felony if committed by an adult, regardless of whether adjudication is withheld, the student's participation in the interscholastic

extracurricular activities is contingent upon established and published school board policy.

E. GRADUATION GPA (F.S. 1007.27(6))

The achievement of a cumulative unweighted grade point average of 2.0 on a 4.0 scale in the courses needed for graduation is required. All courses must be included in unweighted GPA calculation unless the grade has been forgiven or replaced. Semester grades will be averaged for the unweighted GPA calculation [F.S.1003.43(5)].

F. LEVEL 1 COURSES AND GRADUATION CREDIT

Any Level 1 course may only be taken if the student’s assessment indicates that a more rigorous course of study would be inappropriate. In this case a written assessment of the need must be included in the student’s individual education plan or in a student performance plan, signed by the principal, the school counselor, and the parent of the student, or the student if the student is 18 years of age or older. S. 1003.43(7)(d) F.S. with Superintendent/Designee’s signature of approval.

XIII. GRADING AND STUDENT PERFORMANCE

A. TEACHER AUTHORITY AND RESPONSIBILITY FOR GRADES

Initial and primary authority and responsibility for assessment and reporting of students’ classroom performance is assigned to the classroom teacher.

B. GRADING SCALE

The grades reflecting achievement in courses for grades 9 – Adult, with numerical equivalents shall be as follows

:

Letter Grade	Grade Range	Rubric Description
A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	59 and Below	Failure
I		Incomplete

C. QUARTERLY GRADES

Quarterly grades shall be computed based on daily course assignments and assessments.

D. DETERMINATION OF FINAL COURSE GRADES

- For all year-long courses, grades shall be calculated using the following formula: $[Q1 + Q2] (.35) + [Q3 + Q4] (.35) + EOY/EOC (.30) = Course Grade$.
- Semester exams for year-long courses are required at the end of the first semester. The numerical score of the first semester exam shall be included in the overall calculation of the Q2 numerical grade.
- For any course in which the Florida Standards Assessment is administered (excluding statewide End-of-Course assessments), a semester exam for both semester 1 and semester 2 is required. The following formula for these courses shall be used: $[Q1 + Q2] (.50) + [Q3 + Q4] (.50) = Course Grade$.
- Semester exams for courses in which the Florida Standards Assessment is administered (excluding statewide End-of-Course assessments) shall be included in the overall calculation of the Q2 and Q4 numerical grade, respectively.
- For all semester-long courses, grades shall be calculated using the following formula: $Q1 (.35) + Q2 (.35) + EOY/EOC (.30) = Course Grade$.

E. SEMESTER EXAMS FOR WEIGHTED COURSES

The purposes of giving the mid-term exams are to provide instruction and experience in preparing for and taking comprehensive, cumulative assessments; to prepare students for post-secondary college course work; and to serve as a validation of mastery of the course content. The design of mid-term exams should provide an overview of the major course content and facilitate connections within and among key concepts and processes of the course work and is not limited to any one method. All teachers are expected to give a mid-term exam.

F. FAILURE OF ONE SEMESTER OF A ONE-CREDIT COURSE

A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each results in a passing grade.

G. REPORTING OF GRADES AND ATTENDANCE

Report card grades are to provide the student and/or the student's parents/guardians with an objective evaluation of the student's scholastic achievement, conduct, attendance and tardies. Students are to receive grades for all courses. In addition, the final report card must contain a statement reporting promotion or non- promotion.

H. GRADE CHALLENGE

1. No grade or evaluation shall be changed except where an obvious mathematical or clerical error has been made, and the teacher cannot be contacted through normal communication efforts.
2. In the event a grade or evaluation is challenged, the following procedure shall be followed. The teacher's principal shall investigate the challenge, and:
 - a) The grade or evaluation stands, OR
 - b) The grade or evaluation goes to review.

The challenged grade or evaluation will be reviewed by a panel consisting of members with expertise in the area under challenge selected by the teacher (1), the Superintendent (1) or designee, and one selected jointly by the Superintendent and teacher. The review panel shall investigate the challenge and render a binding judgment.

I. INCOMPLETE GRADE

Students are to satisfy course requirements within ten (10) days of the last day of the previous grading period. The principal may extend the time requirement for extreme hardships. A grade of "Incomplete" will calculate as a zero unless changed to reflect course work completed.

J. GRADE REPLACEMENT/FORGIVENESS

In all cases of grade forgiveness only the new grade shall be used in the calculation of the student's grade point average. Any grade for a completed course repeated for credit (regular school or adult education) will replace the former grade in GPA calculation' however, all course outcomes will still be documented in the cumulative record and automated system. Grade forgiveness for all required courses will be limited to replacing a final grade of "D" or "F" with a final grade of "C" or higher earned subsequently in the same or comparable course. An exception to this will be made for grade 9 students who are retaking Algebra 1, Algebra 1 Honors, Geometry, Geometry Honors, Spanish 1, or Spanish 2, for the purpose of replacing a grade of "C", "D" or "F" earned in the high school course attempted at the middle grades level. Grade forgiveness for elective courses shall be limited to replacing a final grade of "D", or "F" with a final grade of "C" or higher earned subsequently by retaking the same or comparable course or another course. In addition, all courses taken must be included in the GPA calculation unless grade had been forgiven by retake

[F.S. 1003.43(5)(e). Under local district policy, if upon retaking a course, improves an “F” with a “D”, only the “D” will be calculated in the GPA. If, upon retaking a course, a student earns a second “D”, only ONE “D” will be counted in the student’s GPA.

K. END-OF-COURSE EXAMINATION RETAKES

Grade forgiveness still applies for courses where participation in the state EOC is required and the score must count for 30% of the final grade. If the student’s final course average, with the EOC assessment included as 30%, results in course grade of “D” or “F”, the options for the student include one of the following:

- Retaking a semester of the course
- Retaking the entire course
- Retaking only the EOC assessment for that course
- Retaking both the course and the EOC assessment to improve the student’s final course grade

If retaking the course, including the EOC assessment as 30%, or retaking the EOC assessment results in a final course average of “C” or above, then this grade replaces the “D” or “F” if it does not result in a “C” or above, then the original course average stands and is not replaced. Only one credit is allowed per course, so only one grade per course should be included as part of the student’s GPA (F.S. 1003.428(4)(d): “In all cases of grade forgiveness, only the new grade shall be used in the calculation of student’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation.” Pass/fail grades will not be included in GPA calculation. If a student passes the EOC in the second year of its administration or thereafter, without taking the course and therefore earns the credit, the credit will meet the course graduation requirement but will not be included in the GPA calculation.

L. REQUIRED INFORMATION FOR REPORT CARDS

Each report card will provide information on grade level status, attendance and tardies. [F.S. 1003.33(1)]

M. RECOGNITION OF GRADUATES

Graduates are recognized for high achievement as follows:

Designation	GPA Requirement
Cum Laude	3.50 – 3.69 (weighted)
Magna Cum Laude	3.70 – 3.89 (weighted)
Summa Cum Laude	3.90 – 4.00 (weighted)

N. REPORT CARD REQUIREMENTS AND DISTRIBUTIONS

1. Standard Report Card Requirement (F.S. 1003.33): All schools shall use a standard report card appropriate for high school, as the primary means of reporting student progress. When feasible, notification will be in the language or mode of communication understandable by parents/guardian.
2. Report Card Distribution Schedule is posted on district website.
3. Report cards are to be issued quarterly for all students in grades 9-12.

O. INSTRUCTION AND ATTENDANCE REQUIREMENTS FOR CREDIT EARNING

1. A student must receive a minimum of 135 hours (120 hours in a flexible block schedule) of instruction and complete all course requirements as specified in the Student Progression Plan and the approved course description before credit may be earned for the course. However, any student who has not been in attendance for 135 hours (or 120 hours in a flexible block schedule) may be awarded credit if the student has demonstrated mastery of the performance standards specified in the courses.
2. One-half credit courses will use one-half of the instructional hours as specified for a one-credit course.
3. Students enrolled in the Performance-Based Diploma Program, K12 Virtual School, PAEC Virtual School or Extended School Year programs are not required to complete the 135 hour minimum requirement.
4. All high school students enrolled in the Gadsden County schools are obligated to attend classes regularly and punctually and to satisfy all course requirements. Participation in classroom activities is an important part of the credit earned in any course.

P. EXCUSED ABSENCES

1. Schools shall require written explanations or personal communication from parents when students are absent. This should occur upon the student's return to school. All other absences from school shall be considered unexcused and shall be dealt with according to the Code of Student Conduct. Failure to provide requested documentation will result in unexcused absences. In the case of excessive absences, upon request of the principal a parent must provide documentation (doctor's statement) of a student's illness.
2. Students who have an excused absence(s) from instructional time will be provided the opportunity to demonstrate mastery of student performance standards using either the same or an equivalent method as provided during the missed instructional time.

Q. MAKE-UP WORK FOLLOWING AN EXCUSED ABSENCE

Students who have excused absences from instructional time are guaranteed the right to make up work at full credit and to demonstrate mastery of such student or course performance standards as may have been introduced and/or measured during their excused absence. Such demonstration of mastery of student performance standards shall take place within a reasonable period of time as specified by the Code of Student Conduct. If a student has an excused absence from one or more classes, the teacher may permit the student to complete make-up work in traditional ways (e.g. in class or outside of school). Excused absences are those delineated in the Code of Student Conduct for the District School Board of Gadsden County. Absence from instructional time will also be considered excused if that absence is part of an approved school program such as those services provided by exceptional student education or student services personnel.

R. TIMELINES FOR MAKE - UP WORK FOLLOWING AN EXCUSED ABSENCE

The student is responsible for asking the teacher for assignments and make-up tests. The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed.

S. UNEXCUSED ABSENCES

- All absences, which have not been specifically identified as excused, are unexcused absences.
- A student who has 15 unexcused absences within 90 calendar days is a habitual truant under state law. The student may be dealt with as a child in need of services under Chapter 984, Florida Statutes. In addition, the parent/guardian may be subject to criminal prosecution under Chapter 1003.24, Florida Statutes.
- Students will be afforded an opportunity to make up work for an unexcused absence. There may be some academic penalty in accordance with attendance policies and procedures.
- When students are late to school or leave school early without an adequate excuse the tardy or early dismissal will be unexcused.

T. ATTENDANCE AND ACADEMIC PERFORMANCE EXPECTATIONS/EXEMPTIONS (F.S. 1003.33)

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirements.

U. FULL-TIME STUDENTS

All students must attend a full day of instruction unless approved otherwise by the principal in consideration of extenuating circumstances.

V. ACCOMMODATIONS FOR ELIGIBLE STUDENTS

Instructional and assessment accommodations must be provided as indicated on an eligible students' 504 Plan, IEP (Individual Education Plan) or student LEP Plan.

W. STUDENT RE-ENROLLMENT

A student eighteen years of age or older who has interrupted his or her education and who subsequently desires to enter the District School Board of Gadsden County may enroll either in the adult day school or an adult evening school. A student who did not complete 10 semesters may re-enroll, if they are younger than 20 years old (younger than 22, if ESE). Semesters begin when the student first enrolls in ninth grade in any public or private school. Students may not enroll in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday. For students with disabilities who have not graduated with a standard diploma, the district will provide services until the end of the school year in which the student turns 22 years old. The Superintendent or designee is authorized to assign a student to any program or school as deemed to be in the best interest of the student or school district.

XIV. DIPLOMAS AND CERTIFICATE OF COMPLETION OPTIONS

A. STANDARD DIPLOMA

To earn a standard diploma, students must earn the state/district-prescribed credits, meet the state/district GPA requirement, and earn passing scores (as defined by the State of Florida) on the required graduation assessments that are approved by the State of Florida. Standard diplomas will be issued by each high school in the district.

B. CERTIFICATE OF COMPLETION

Option 1:

Students may earn a Certificate of Completion if they earn the state and district prescribed credits, BUT have not attained the required GPA, or have NOT earned passing scores (as defined by the State of Florida) on the FSA reading and math or scores required on other assessments that are approved by the State of Florida. [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT/FSA.

Option 2:

Students may also earn a PERT Eligible Certificate of Completion [F.S. 1008.22] if they meet all requirements for a standard high school diploma except earning a passing score on the Grade 10 FCAT/FSA.

- take the (PERT)
- are admitted to remedial or credit courses at a state community college. This certificate of completion must bear the designation “College Placement Test Eligible.”
- Students who earn a Certificate of Completion may return as a “13th” year student to meet the required GPA and/or earn passing scores (as defined by the State of Florida) on the FSA reading and math or scores on other assessments that are approved by the State of Florida. [F.S. 1003.4285 (7b)]
- ELL/LEP students who by the end of grade 12 fail to pass the FSA shall be provided appropriate coursework as 13th year students. [SBER 6A-6.0909(3)]

C. SPECIAL DIPLOMA / SPECIAL CERTIFICATE OF COMPLETION

Refer to ESE Section for requirements for a Special Diploma and requirements for a Special Certificate of Completion.

D. MERIT HIGH SCHOOL DIPLOMA DESIGNATION

In addition to meeting the standard high school diploma requirements based on grade 9 cohort year, in order to earn a merit diploma designation a student must attain of one or more industry certifications from the list established under F.S. 1003.4285.

E. SCHOLAR HIGH SCHOOL DIPLOMA DESIGNATIONS

For grade 9 cohorts 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, 2020-2021, students must meet the 24-credit standard high school diploma requirements and the following:

- Earn 1 credit in Algebra 2
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

For the 2014-15 & 2015-16 grade 9 cohorts, students must meet the 24-credit standard high school diploma requirements and the following:

- Pass the ELA Grade 11 statewide assessment

- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC
- Earn 1 credit in Chemistry 1 or Physics 1
- Earn 1 credit in a course equally rigorous to Chemistry 1 or Physics 1
- Pass the U.S. History EOC
- Earn 2 credits in the same World Language
- Earn at least 1 credit in AP, IB, AICE, or dual enrollment

F. SCHOLAR DIPLOMA DESIGNATION EXEMPTIONS

A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student

- Takes the respective AP, IB, or AICE assessment and
- Earns the minimum score to earn college credit.

G. GRADUATION PLAN

Seniors will be notified during the first quarter of each school year regarding his or her credit standing in order that he/she can plan for graduation activities. A written graduation credit check will be completed and discussed with each student so that he or she will be able to complete all required course work prior to graduation. For senior transfer students, the graduation credit check should be completed as soon as records are received and evaluated by the school counselor. Each year underclassmen will meet with a school counselor every spring to discuss credit standing and scheduling requirements.

H. CERTIFICATE OF COMPLETION AND COMMENCEMENT

Students who earn a certificate of completion may participate in commencement with written permission of their parent or guardian indicating full understanding that a certificate of completion is not a high school diploma.

XV. SECONDARY CREDIT-EARNING OPTIONS

A. DROPOUT PREVENTION PROGRAMS

Graduation requirements for students enrolled in dropout prevention programs are identical to the requirements for other students in grades 9-12. The exceptions are described below (see Performance- Based Diploma and Performance-Based Exit Option). Modifications in courses may take one or more of the following forms: the amount of in-class instruction required to earn a credit may be lengthened or shortened; alternative methods of assessing mastery of performance standards may be utilized in addition to meeting state required assessments.

****Students not eligible for military and NCAA****

B. PERFORMANCE-BASED DIPLOMA PROGRAM

Students who participate in and successfully complete the Performance-Based Diploma Program shall receive a regular high school diploma. Students must:

- a) Earn passing scores (as defined by the State of Florida) on the FSA reading and math or scores on other assessments that are approved by the State of Florida AND
- b) Earn a 2.0 grade point average or better on a 4.0 scale for courses taken while enrolled in the program AND
- c) Complete the required credits for graduation

C. PERFORMANCE-BASED EXIT OPTION PROGRAM

In order for students to be eligible for participation in the Performance-Based Exit Option Program, they must:

- a) Be behind to graduate with their kindergarten cohort due to over-age for grade,
- b) Be behind in credits or have a GPA that is less than 2.0,
- c) Be approved by Principal, School Counselor, and Exit Option Coordinator,
- d) Demonstrate a reading level of at least 9th grade as evidenced by a TABE test,
- e) Earn passing scores (as defined by the State of Florida) on the FSA reading and math or scores on other assessments that are approved by the State of Florida
- f) Have Parent/Guardian notification and consent.

Students participating in the Performance-Based Exit Option Program will be awarded a State of Florida High School Performance-Based Diploma issued by the district high school. Students participating in the Performance-Based Exit Option Program who are over-age for grade and classified as a ninth grader may be promoted to the 10th grade for the purpose of taking the grade 10 FCAT/FSA or EOC exams.

D. HOME EDUCATION

A “home education program” is the sequentially progressive instruction of a student directed by his or her parent in order to satisfy the attendance requirement of F.S. 1002.41, 1003.41, 1003.01(4), 1003.21(1), and 1002.01.

- 1. Parents must register home education students with the District School Board of Gadsden County within 30 days of the establishment of the home education program.
- 2. Parents must provide written notice of termination to the District School Board of Gadsden County within 30 days of the establishment of the home education program.
- 3. Parents must maintain a portfolio of records, education activities and materials. Portfolios are to be preserved for 2 years after re-entry into Gadsden County schools and shall be made available for the district

school superintendent, or the district school superintendent's designee, upon 15 days' written notice.

4. Parents shall provide for annual educational evaluations documenting the student's educational progress is at a level commensurate with his or her ability.
5. A home education program shall be excluded from meeting the requirements of a school day.
6. Home education students may participate in the District School Board of Gadsden County interscholastic extra-curricular student activities at their zoned school. If eligible, Home education students participating in an extra-curricular activity may attend the specific course required for participation in the activity.
7. Home education students at the high school level may enroll as a part-time student at their zoned school. Enrollment is contingent on space availability. Student schedule and time on campus is subject to the principal's approval.
8. In order to receive a diploma from a district high school there are strict guidelines and timelines that must be followed in order to meet graduation requirements. Students officially registered as home school students who wish to graduate from their district zoned high school must do the following:
 - a) Alert the Home School Office of that intent prior to entering 10th grade so that appropriate guidance can be given related to mandatory testing and credit requirements.
 - b) Designate the 10th grade reading FSA and other state assessments as one measure of annual evaluation in the home education evaluation plan.
 - c) Take 10th grade reading FSA and successfully meet all current testing requirements in all areas specified by the state.
 - d) Must enroll full time in the district zoned high school for the entire final or "senior" year.
 - e) Must successfully complete all school graduation requirements (testing, credits, GPA).

E. HOME EDUCATION STUDENTS AND HIGH SCHOOL GRADUATION

Only Home Education students who have met all the above requirements will be permitted to participate in graduation celebrations and activities and be eligible to receive a district high school diploma. Students who are unable to meet the FSA and state assessments requirements in the 10th grade should enroll full time in their district zoned high school no later than the second semester of the 11th grade in order to meet all graduation requirements.

F. VIRTUAL EDUCATION PROGRAMS

Fuel Education, Florida Virtual School, and Edgenuity are full-time online district schools for students in grades K-12. Enrollment is allowed during specified open enrollment periods: Prior to the beginning of the academic year and at midyear.

1. Students enrolled in virtual school must meet all standards and graduation requirements of the state and district.
2. Students enrolled in virtual education are entitled to participate in extracurricular activities at their districted school.
3. Virtual education students must take state required assessments (FSA, EOCs) since they are enrolled in a public school.
4. At the completion of all graduation requirements, a student will be awarded a diploma from Gadsden County School District.
5. Parents of student in grades K-8 must commit to spending at least 4-6 hours per day as a learning coach for their child.
6. Parents must attend an orientation session and/or personal interview with a representative from Fuel Education, Florida Virtual School, and/or Edgenuity prior to enrollment.
7. Good attendance and satisfactory completion of coursework is required for continuation in the school.
8. Parents of ESE students must request an IEP meeting at their districted school prior to enrollment in virtual education.
9. Students may remain enrolled in virtual school for any or all of their education in the district as long as they meet appropriate attendance and course requirements.

G. VIRTUAL SCHOOLS

1. Students, including Home School students, may earn credits offered through Fuel Education, Florida Virtual School, and Edgenuity each year.
2. Students who are enrolled in virtual education full-time and meet specified conduct and academic requirements are eligible to participate in extracurricular activities at the district public school to which the student would be assigned. Fuel Education, Florida Virtual School, and Edgenuity part time program's courses shall be available to students before, during or after the normal school day or during summer school enrollment. Students participating in the part time program must be enrolled in a full schedule in the district high school.
3. Students requesting to take a course through the Virtual School's part time program must have parent and school counselor approval. Students and their families are strongly urged to consult with the school counselor and classroom teachers prior to applying to or enrolling in virtual school.
4. Schools must accept all academic grades and credits attempted and/or earned at through Fuel Education, Florida Virtual School, and Edgenuity full time and through Fuel Education, Florida Virtual School and Edgenuity's part time program.
5. ***“W/F” codes will be treated as a grade of “F” on a student’s transcript.***

6. Part-time virtual school enrollment does not grant a high school diploma.

XVI. ADDITIONAL SECONDARY AND POSTSECONDARY CREDIT-EARNING OPTIONS

A. ADVANCED PLACEMENT (F.S. 1007.27)

Advanced Placement (AP) is the enrollment of an eligible secondary student in an Advanced Placement course as described by the College Board. State of Florida community colleges or universities may award credit for an AP course to students who score a minimum of 3 on a 5 point scale on the corresponding AP exam. Colleges and universities accept an award AP credit based on the policies of the post-secondary school; graduates are responsible for confirming policies with their selected post-secondary school(s). Students enrolled in AP courses shall be exempt from the payment of any fees (F.S. 1007.27). Students enrolled in AP courses may take the AP exam. If a student chooses to take an AP exam without taking the course, he or she is responsible for the fee.

B. DUAL ENROLLMENT

Dual Enrollment is defined as the enrollment of an eligible secondary student in a post-secondary course creditable toward a vocational certificate or an associate or baccalaureate degree.

- a) Students may earn high school and college credit simultaneously by enrolling in approved Dual Enrollment courses as specified in the articulation agreements between the District School Board of Gadsden County and other accredited post-secondary institutions, including Tallahassee Community College and Florida Agricultural and Mechanical University. Students are expected to adhere to all deadlines and Dual Enrollment requirements published by participating colleges and universities.
- b) Dual Enrollment credits may affect a student's application status and the number of credit hours available in the lower division program of some colleges and universities.
- c) Students may take Dual Enrollment courses during school hours, after school hours, and during the summer term.
- d) Students seeking to take technical dual enrollment courses must demonstrate readiness for technical level coursework and have a 2.0 unweighted cumulative GPA for technical credit certificate Dual Enrollment courses.
- e) For academic Dual Enrollment courses, students must have a cumulative 3.0 unweighted GPA and obtain the required PERT/ACT/SAT where applicable.
- f) The maximum course load for dual enrollment students will be governed by the current articulation agreement with the post-secondary institutions that is awarding the course credit.

C. THE CREDIT ACCELERATION PROGRAM (CAP)

CAP is available for the purpose of allowing a student to earn high school credit in a course that requires statewide standardized end-of-course (EOC) assessment if the student attains a specific passing score on the assessment without enrollment or completion of the course. F.S. 1003.4295.

D. EARLY ADMISSION TO COLLEGES AND UNIVERSITIES

Early Admission is a form of dual enrollment through which eligible secondary students enroll full-time in a post-secondary institution in courses that are creditable toward the high school diploma and the associate or baccalaureate degree. Students on Early Admission are registered with the college schedule at the high school. Early Admission to colleges and universities allows the student to enroll full time in a college or university following the completion of grade 11 provided the student has a weighted grade point average of 3.0 or above, is socially mature, has the joint approval of the high school principal and the college registrar, has the approval of his/her parents, and has the approval of the Superintendent and the District School Board of Gadsden County.

- a) Early Admissions students are advised to not enroll for more than 15 credit hours per semester.
- b) Early Admission students are eligible to receive the appropriate honors designation.
- c) Full-time status is determined by the college or university. Dual Enrollment and Early Admission students must meet all state and district course and graduation requirements in order to be awarded a high school diploma from the District School Board of Gadsden County.

E. NATIONALLY RECOGNIZED INDUSTRY CERTIFICATION

The State Board of Education has approved the listed Statewide Career and Technical Education Articulation Agreements which are based on industry certification. These agreements are intended to be a minimum guarantee of articulated credit into related A.S. and A.A.S. programs and do not preclude institutions from granting additional credit based on local agreements.

F. CAREER AND TECHNICAL EDUCATION PROGRAM ARTICULATION

Our local Articulation Agreements with surrounding colleges and technical centers ensures that students completing identified secondary Career and Technical Education programs and continue into post-secondary A.S. and A.A.S. degree programs at no cost to students, will receive articulated college credit for prior coursework, providing all articulation criteria are met. These requirements may include industry certification, college end-of-course assessments, portfolio review, and other artifacts that indicate student prior knowledge and are outlined in detail in the Articulation Agreement.

K-12 EXCEPTIONAL STUDENTS



INDIVIDUALS WITH DISABILITIES EDUCATION ACT, 2004 (IDEA)

Placement in an Exceptional Student Education (ESE) program is in accordance with Federal Law, IDEA 2004, Florida Statute 1003.57, and local rules and procedures reflected in the Gadsden County Exceptional Student Education Policies and Procedures. Programs are provided for the following exceptionalities:

- A. Autism Spectrum Disorder
- B. Deaf/Hard of Hearing
- C. Developmentally Delayed
- D. Dual Sensory Impaired
- E. Emotional/Behavioral Disability
- F. Hospital/Homebound
- G. Intellectual Disability
- H. Language Impaired
- I. Occupational Therapy
- J. Orthopedically Impaired
- K. Other Health Impaired
- L. Physical Therapy
- M. Specific Learning Disabled
- N. Speech Impaired
- O. Traumatic Brain Injured
- P. Visually Impaired

Although in Florida, students receiving services under the program of Gifted fall under Exceptional Student Education, this section does not apply to those students unless they are also served in one of the other ESE programs or have a Section 504 Plan.

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT AMENDMENT OF 2008

A student may be considered a student with a disability if the student has a mental or physical impairment that substantially limits a major life function. Students who are not eligible under the Individuals with Disabilities Education Act (IDEA) may be eligible for services and protection including educational accommodations under Section 504 of the Rehabilitation Act of 1973.

INSTRUCTION FOR STUDENTS WITH DISABILITIES

It is the responsibility of each student's IEP (Individual Education Plan) or Section 504 team to insure that all students with disabilities are afforded the opportunity to participate in academic courses, career/technical courses/experiences as well as social and extracurricular activities, as appropriate. It is the expectation that all students with disabilities will participate in courses at their grade level, and work toward mastery of those standards assigned to the course. It is also the expectation in accordance with federal and state legislation that each student with disabilities will participate in educational activities in the Least Restrictive Environment (LRE), with

appropriate supports and accommodations as prescribed by the IEP Team. It is also the expectation of the District that students with disabilities will be progress monitored regarding progress toward state standards as well as IEP goals, and the strategies and services will be adjusted as needed.

INSTRUCTIONAL ACCOMMODATIONS

Each Individual Education Plan (IEP) lists accommodations that the student must have in order to achieve a Free and Appropriate Public Education (FAPE). These accommodations may fall into the following categories:

- Flexible Presentation
- Flexible Responding
- Flexible Scheduling
- Flexible Setting

However, accommodations are based on individual needs and are not limited to these categories as a part of the student's daily instruction.

The Section 504 Plan lists accommodations that the student needs in order to access the curriculum or learning environment.

It is the responsibility of each teacher to be knowledgeable about each student in the class and provide the accommodations specified in the IEP or Section 504 Plan as a part of daily instruction. If accommodations are no longer needed or additional ones are recommended, it is the responsibility of the IEP or Section 504 Team of which the parent is a part) to convene and amend the document. Each school has a principal designee responsible for oversight of IDEA and Section 504 of the ADA. The designee at the school site should be contacted by teachers to schedule meetings and notify participants of the meeting time, date and purpose.

ACCESS POINTS COURSES

Students entering 9th grade must be enrolled in general education core courses unless the IEP team determines that the student has a significant cognitive disability and that Access Points are the most appropriate way for the student to access the curriculum. Access Points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The Access Points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities. Access courses are setting neutral. A student may be enrolled in an access course but receive instruction in a general education class. Parents must give signed consent in order for students to participate in Access Points courses, and this course of study must be designated on the IEP.

Access courses are based on Access Points, are approved by the State Board of Education and are described in the *Course Code Directory and Instructional Personnel Assignments*. Access Points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of Access Points

(Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Students with disabilities who are following the high school graduation option outlined in 1003.4282(11)(b)1., F.S. (the IEP team has determined Florida Standards Alternate Assessment is the most appropriate measure of the student's skills), may substitute an eligible secondary CTE course for English IV; for one math, with the exception of Algebra I or Geometry; for one science, with the exception of Biology; and for one social studies, with the exception of U.S. History. Any CTE course that has content related to the course for which it is substituting may be used.

Information on CTE courses is available at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu>. There are also Exceptional Student Education (ESE) CTE courses with related content that can substitute for these courses. These substitutions are permitted by Rule 6A-1.09963(3)(a), F.A.C. Districts may use course standards to determine suitable substitutions. Many CTE curriculum frameworks (available at <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu>) contain academic alignment tables, noting the percentage of standards CTE courses have in common with science, mathematics and English/language arts courses.

Additional resources to use in determining suitable substitutions include:

- Course Code Directory (CCD) & Instructional Assignments, <http://www.fldoe.org/policy/articulation/ccd/>
- CPALMS, <http://www.cpalms.org/>

Section 1003.4282(4), F.S., requires that at least one course within the 24 credits required be completed through online learning. However, it also states that this requirement does not apply to a student for whom the IEP team has determined that an online course would be inappropriate. Because many students with disabilities will be accessing online instruction in a postsecondary or employment setting, it is critical that efforts be made to support the participation of students in an online course. IEP teams should consider what supports, services, accessible instructional materials (AIMs), assistive technologies and accommodations the student will need to be able to participate and progress in an online learning environment and also consider whether the student will need time to become proficient in using these tools.

ASSESSMENT – STUDENTS WITH DISABILITIES

Students with disabilities will participate in appropriate class, district and state assessments. Decisions will be made by the IEP Team, with parents as participating members, and will be indicated on the IEP. The decision that a student with a significant cognitive disability will participate in the Florida Standards Alternate Assessment is made by the IEP team and recorded on the IEP. The parent must consent in writing for the student's participation in the Florida standards Alternate Assessment and the following criteria must be met:

- Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modification to the grade-level general state content standards.
- The student requires direct instruction in academic areas of English/language arts, math, social studies and science based on access points.

All students with disabilities will participate in the statewide standardized assessment program based on state standards, without accommodations unless the IEP team, or the Section 504 team determines and documents that the student requires allowable accommodations during instruction and for participation in a statewide standardized assessment.

ASSESSMENT ACCOMMODATIONS

6A-1.0943 F.A.C.

Accommodations are defined as adjustments to the presentation of the statewide standardized assessment questions, methods of recording examinee responses to the questions, scheduling for the administration of a statewide standardized assessment to include amount of time for administration, settings for administration of a statewide standardized assessment and the use of assistive technology or devices to facilitate the student’s participation in a statewide standardized assessment.

Teachers are required to implement the accommodations in a manner that ensures that the test responses are the independent work of the student. Personnel are prohibited from assisting a student in determining how the student will respond or directing or leading the student to a particular response. **Accommodations that negate the validity of a statewide standardized assessment ARE NOT allowable.**

For specific examples of appropriate accommodations for assessment, refer to *Accommodations for Florida’s Statewide Student Assessments, Florida Department of Education, Bureau of Exceptional Education and Student Services, 2015.*

UNIQUE ACCOMMODATIONS

The need for any unique accommodations for use on a statewide standardized assessment must be submitted to the District Director of Exceptional Student Education and District Assessments Coordinator, who must submit the request to the Department of Education Commissioner of Education. In order to be approved, a unique accommodation must be:

- allowable for use on a statewide standardized assessment
- used by the student during classroom instructions and for assessments
- described in the student’s IEP or Section 504 Plan

WAIVERS

WAIVER OF STATEWIDE STANDARDIZED ASSESSMENT RESULTS (End of Course Exams (EOC), Florida Standards Alternate Assessment (FAA), Florida Comprehensive Assessment (FCAT), Florida Standards Assessment (FSA))

Florida Statute requires that school districts provide instruction to prepare students with disabilities to demonstrate satisfactory performance in the core content knowledge and skills necessary for successful grade to grade progression and high school graduation. Assessment results may be waived under specific circumstances for students with disabilities for the purpose of receiving a course grade or a standard high school diploma.

Criteria:

- The student must be identified as a student with a disability.
- The student must have an IEP.
- The student must have taken the statewide, standardized assessment with appropriate, allowable accommodations at least once.
- The IEP team (with the parent as a participating member for students under the age of 18) must make a determination of whether a statewide standardized assessment accurately measures the student's abilities, taking into consideration all allowable accommodations.
- The waiver must be approved by the parent if the student is under the age of 18.
- **In addition to the above, for the Florida Standards Alternate Assessment to be waived, a graduation portfolio of quantifiable evidence of achievement is required. It must contain a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement and mastery of required Access Point Course standards.**

Evidence to be considered by the IEP Team to determine that the results of a statewide, standardized assessment are not an accurate measure of the student's ability may include, but is not limited to:

- Classroom work samples
- Course grades
- Teacher observations
- Relevant classroom data derived from formative assessments
- Intensive remediation activities on the required course standards
- Higher-level, related coursework (honors, dual enrollment, Advanced Placement, etc.)
- Other standardized academic assessments, such as the SAT, the ACT or PERT
- Portfolio

A student who waives the statewide, standardized assessment results MAY NOT receive a scholar diploma designation.

References: *Technical Assistance Paper Waiver of Statewide, Standardized Assessment Results for Students with Disabilities BEESS, April 2015; Section 1008.22 FS*

WAIVER OF THE ON-LINE COURSE REQUIREMENT

The graduation requirement for successful completion of an online course may be waived for students with disabilities whose IEP indicates that an online course is inappropriate.
1003.428, F.S.

GRADING FOR STUDENTS WITH DISABILITIES

Students should be graded on mastery of state standards or Access Points. Daily lessons should integrate standards or Access Points, and the state grading scale should be used to provide an indication of the extent of mastery. Students who are not working on Access Points should be provided instruction on grade level standards. If a student is reading significantly below grade level, the IEP team may meet and determine that the student should work in a supplementary reading material that has been district approved at his/her level. However, the student should still be afforded the opportunity to learn grade level vocabulary and standards. If the student is working two or more years below grade level, the school administrator or designee should be a part of the IEP team, and the student's report card must specify that he/she is working below grade level in the comment section. The academic goals on the IEP should reflect strategies and frequent progress monitoring to insure that the student is making progress. If the student is not making progress, the IEP team should reconvene to determine more appropriate strategies and accommodations. A formal re-evaluation of the student's strengths and weaknesses may be requested by the IEP team to help drive appropriate instruction and grading.

If a student with disabilities is failing a course, the following procedures should be followed:

- The teacher should go through the problem solving process with the IEP team (with the parent(s) as participating members). The team will determine if the IEP goals need to be adjusted or additional goals/services added.
- Identify the reason that the student is failing.
- Put strategies/interventions in place to address the area of weakness.
- Monitor the student's progress and effectiveness of the strategies/interventions and maintain records.
- Maintain a log of communication with the student and parents.
- Seek outside resources through the guidance office, ESE office or other district-approved support agencies.
- Continue the problem solving process to adjust methodology, Universal Design for Learning, or strategies. If the student continues to fail, the IEP team **MUST** convene and review the goals/objectives in the IEP for appropriateness, making revisions as necessary.
- The IEP team may also request a re-evaluation to gather additional data to support the problem solving/intervention process.

REPORT OF PROGRESS

Parent/guardian will be supplied with the following: Notification that students with disabilities will receive a statement of progress toward IEP Annual Goals and the extent to which progress is

sufficient to enable the student to achieve goals by the annual review date of the IEP. The number of notifications per year is identified in the student's IEP.

PROMOTION

Students with disabilities who are receiving instruction based on Florida Standards-based curriculum are promoted based upon the same promotion criteria as that for non-disabled students. Allowable accommodations as determined by the IEP team must be implemented. Criteria for students with disabilities is included in the Good Cause Clause for promotion in special circumstances.

RETENTION

Students with IEPs who are pursuing a standard diploma are affected by the same guidelines for retention as are students in regular education. Refer to the sections of this document for general education promotion requirements and retention considerations. **Students with IEPs may be exempted from the mandatory retention in grade 3 for good cause as outlined in state statute. The Principal and IEP committee must adhere to the Good Cause Retention Waiver when considering retention for Students with Disabilities.** Retention decisions for students with IEPs who are following access points for students with significant cognitive disabilities are made on an individual basis by the IEP team which will include the school principal/designee and/or Director of ESE. Careful consideration should be given to educating the student with disabilities with his/her chronologically age appropriate peers throughout their school experience.

GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

There are two graduation options available to students with disabilities entering ninth grade in 2014 and after:

Standard diploma, meeting 24 course graduation and assessment requirements specified in Student Progression. Students with disabilities may elect to participate in the Scholar or Merit Diploma Designations, but must meet assessment requirements with no waivers.

Standard diploma, via Access Points. The student must meet the same 24 course requirements as all students, but will use Access courses.

Beginning no later than the IEP in effect when the student attains age 16, or younger, if appropriate, the IEP must reflect:

- A statement of intent to pursue a standard high school diploma and Scholar or Merit designation as determined by the parent
- A statement of intent to receive a standard diploma before age 22 and how the student will meet requirements
- Inclusion of outcomes and additional benefits expected by the parent and the IEP team at the time of graduation
- A statement of measureable postsecondary goals and career goals

- If there are changes proposed to postsecondary or career goals included in the IEP, the parent must approve the changes

A student who does not meet/satisfy the standard high school diploma requirements shall be awarded a certificate of completion.

SUMMARY OF PERFORMANCE (SOP)

When a student with an IEP graduates from high school with a standard diploma or “ages out” of ESE (age 22), the school is required to provide a summary of academic achievement and functional performance. The Summary of Performance (SOP) will include recommendations and means to meet post-secondary goals.

The SOP must be completed during the final year of a student’s high school education and is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of the document. The document will contain the most updated information on performance of the student and include both the student’s abilities and aspirations.

DEFERRAL OF GRADUATION

A student with a disability who meets the standard high school diploma requirements may defer the receipt of a standard high school diploma if the student:

- Has an IEP that prescribes special education, transition planning, transition services or related services through age 21
- Is enrolled in accelerated college credit instruction, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements or a structured work-study internship or pre-apprenticeship program.

The district has the following obligations with regard to the deferral of the standard high school diploma:

- Review the benefits of deferring with the parent and the student, including continuation of education and related services
- Describe to the parent and student, in writing, all of the services and programs available to students who defer.
- Note the deferral decision on the IEP.
- Provide a document that notes the decision for the parent, or the student if over 18 and rights have transferred, to sign that is separate from the IEP.
- Inform the parent and the student in writing, by January 30th, of the year in which the student is expected to meet all graduation requirements, that failure to defer releases the school district of the obligation to provide FAPE, that deadline for acceptance or

deferral is May 15, and that failure to attend the graduation ceremony does NOT constitute deferral.

- Ensure that the names of students who are deferring are entered into the information management system.

Students who elect to defer graduation or receive a certificate of completion may participate in graduation activities ONCE. They may elect to walk with their peer group, and receive a certificate of deferment or certificate of completion OR walk when they receive their diploma.

A student who defers graduation may request his/her diploma the next date that the district awards them. Rule 6A-1.9963, F.A.C.

TRANSITION PROGRAM

The Requirements for entry into the Transition Program (18-22 years old) are:

1. The student has been served under IDEA through an IEP (and not dismissed and has elected to defer the receipt of a standard diploma or, in extraordinary circumstances, has earned a certificate of completion;
 - a. The student has mastered all required academic curriculum and can be determined
 - b. To have achieved the highest level of academic independence through his/her high school ESE Program.
 - c. The IEP prescribes a need for transition planning, transition services or related services up to age 22.
 - The student is in pursuit of:
 - Structured work-study, internship or employment
 - d. Functional Life skills training
 - e. The student has a desire to apply his/her individual academic skills toward a vocational/functional academic program, with the expectation that the program will enhance his/her independence for transitioning into the adult world.
2. The student is under the age of 22.

EXTENDED SCHOOL YEAR (ESY)

Extended School Year services (ESY) may be provided for students with disabilities, whose Individual Education Plan (IEP) team has determined, based upon data review, that services are necessary for the provision of a Free and Appropriate Public Education (FAPE). The IEP must document the IEP Team's consideration of and decision regarding ESY.

OTHER PROGRAMS: THERAPIES AND ITINERANT SERVICES

Speech Therapy, Language Therapy, Physical Therapy, Occupational Therapy, and itinerant Hearing Impaired and Vision services are designed to reinforce and enhance a student's ability to benefit from instruction. Participation in these services will not affect the minimum course instruction requirements for basic, CTE or ESE courses.

APPENDICIES

**APPENDIX A: EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN
INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY
CHILDREN INTERSTATE COMMISSION MEETING – Rules (Approved, Nov. 2009)**

INTRODUCTION:

Upon activation of the Interstate Compact a year ago, one of the first tasks necessary for the Commission was the creation of administrative rules under which the Compact would operate. A Rules Committee was formed and over the past year, the Committee met on several occasions to develop the rules. Comments were solicited from various stakeholders and input was considered. The rules complement the Interstate Compact and may not conflict with it. In addition, the rules are not designed to address every issue arising under the Compact, however, there is flexibility to make reasonable changes or clarification as the need arises through amendment, advisory opinions, and training opportunities. Attached is a final draft of the proposed rules for your consideration.

Chapter – 100 DEFINITIONS SEC. 1.101 Definitions

As used in these rules, unless the context clearly requires a different construction—

- A. “Active duty” means: full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211.
- B. “By-laws” means: those by-laws established by the Interstate Commission on Educational Opportunity for Military Children for its governance, or for directing or controlling the Interstate Commission’s actions or conduct.
- C. “Children of military families” means: a school-aged child (ren), enrolled in kindergarten through twelfth (12th) grade, in the household of an active duty member.
- D. “Compact commissioner” means: the voting representative of each compacting state, appointed pursuant to Article VIII of this compact.
- E. “Days” means: business days, unless otherwise noted.
- F. “Deployment” means: the period one (1) month prior to the service members’ departure from their home station on military orders though six (6) months after return to their home station.
- G. “Education(al) records” means: those official records, files, and data directly related to a student and maintained by the school or local education agency (LEA), including but not limited to records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
- H. “Extracurricular activities” means: a voluntary activity sponsored by the school or LEA or an organization sanctioned by the LEA. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- I. “Interstate Commission on Educational Opportunity for Military Children” means: the commission that is created under Article IX of this compact, which is generally referred to as Interstate Commission.
- J. “Local education agency” means: a public authority legally constituted by the state as an administrative agency to provide control of and direction for kindergarten through twelfth

- (12th) grade public educational institutions.
- K. “Member state” means: a state that has enacted this compact.
 - L. “Military installation” means: a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense, including any leased facility, which is located within any of the several States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory. Such term does not include any facility used primarily for civil works, rivers and harbors projects, or flood control projects.
 - M. “Non-member state” means: a state that has not enacted this compact.
 - N. “Receiving state” means: the state to which a child of a military family is sent, brought, or caused to be sent or brought.
 - O. “Rule” means: a written statement by the Interstate Commission promulgated pursuant to Article XII of this compact that is of general applicability, implements, interprets or prescribes a policy or provision of the compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.
 - P. “Sending state” means: the state from which a child of a military family is sent, brought, or caused to be sent or brought.
 - Q. “State” means: a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands and any other U.S. territory.
 - R. “Student” means: the child of a military family for whom the LEA receives public funding and who is formally enrolled in kindergarten through twelfth (12th) grade.
 - S. “Transition” means: 1) the formal and physical process of transferring from school to school or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.
 - T. “Uniformed service(s)” means: the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
 - U. “Veteran” means: a person who served in the uniformed services and who was discharged or released under conditions other than dishonorable.

Chapter 200 – GENERAL PROVISIONS

SEC 2.101 Adoption of rules; Amendment

Proposed rules or amendments to the rules shall be adopted by majority vote of the members of the Interstate Commission in the following manner:

- (a) Proposed new rules and amendments to existing rules shall be submitted to the Interstate Commission office for referral to the Rules Committee as follows:
 - (1) Any Commissioner may submit a proposed rule or rule amendment for referral to the Rules Committee during the annual Commission meeting. This proposal must be made in the form of a motion and approved by a majority vote of a quorum of the Commission members present at the meeting;

- (2) Standing Committees of the Commission may propose rules or rule amendments by majority vote of that Committee;
 - (3) Any regional group of states as may be subsequently recognized by the Commission may propose rules or rules amendments by a majority vote of members of that region;
- (b) The Rules Committee shall prepare a draft of all proposed rules and provide the draft to all Commissioners for review and comments. All written comments received by the Rules Committee on proposed rules shall be posted on the Commission's website upon receipt. Based upon the comments made by the Commissioners, the Rules Committee shall prepare a final draft of the proposed rule(s) or amendments for consideration by the Commission no later than the next annual meeting falling in an odd-numbered year.
 - (c) Prior to promulgation and adoption of a final rule by the Interstate Commission, the text of the proposed rule or amendment shall be published by the Rules Committee no later than thirty (30) days prior to the meeting at which the vote is scheduled, on the official web site of the Interstate Commission and in any other official publication that may be designated by the Interstate Commission for the publication of its rules. In addition to the text of the proposed rule or amendment, the reason for the proposed rule shall be provided.
 - (d) Each administrative rule or amendment shall state—
 - (1) The place, time, and date of the scheduled public hearing;
 - (2) The manner in which interested persons may submit notice to the Interstate Commission of their intention to attend the public hearing and any written comments; and
 - (3) The name, position, physical and electronic mail address, telephone, and telefax number of the person to who interested persons may respond with notice of their attendance and written comments.
 - (e) Every public hearing shall be conducted in a manner guaranteeing each person who wishes to comment a fair and reasonable opportunity to comment. No transcript of the public hearing is required, unless a written request for a transcript is made, which case the person or entity making the request shall pay for the transcript. A recording may be made in lieu of a transcript under the same terms and conditions as a transcript. This subsection shall not preclude the Commission from making a transcript or recording of the public hearing if it chooses to do so.
 - (f) Nothing in this section shall be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the Interstate Commission at hearings required by this section.
 - (g) Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the Interstate Commission shall consider all written and oral comments received.
 - (h) The Interstate Commission shall, by majority vote of a quorum of the commissioners, take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.
 - (i) Not later than sixty (60) days after a rule is adopted, any interested person may file a petition for judicial review of the rule in the United States district court of the District of Columbia or in the federal district court where the Interstate Commission's principal office is located. If the court finds that the Interstate Commission's action is not supported by

substantial evidence, as defined in the federal Administrative Procedures Act, in the rulemaking record, the court shall hold the rule unlawful and set it aside.

- (j) Upon determination that an emergency exists, the Interstate Commission may promulgate an emergency rule that shall become effective immediately upon adoption, provided that the usual rulemaking procedures provided in the compact and in this section shall be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety (90) days after the effective date of the rule. An emergency rule is one that must be made effective immediately in order to—

- (1) Meet an imminent threat to public health, safety, or welfare;
- (2) Prevent a loss of federal or state funds;
- (3) Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
- (4) Protect human health and the environment.

SEC. 2.102 Dues formula

- a) The commission shall determine the formula to be used in calculating the annual assessments to be paid by states. Public notice of any proposed revision to the approved dues formula shall be given at least 30 days prior to the Commission meeting at which the proposed revision will be considered.
- b) The Commission may consider the population of the states, the number of students subject to the compact within each state, and the volume of student transfers between states in determining and adjusting the assessment formula.
- c) The approved formula and resulting assessments for all member states shall be distributed by the commission to each member state annually.
- d) The dues formula shall be based on the figure of one dollar per child of military families eligible for transfer under this compact.

Chapter 300 – TRANSFER OF EDUCATION RECORDS AND ENROLLMENT

SEC. 3.101 Eligibility for transfer and enrollment

- a) Unofficial or “hand-carried” education records –In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records by a school in the receiving state, the school shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible. In the event a state or LEA charges a fee for copies of educational records, such a fee shall not exceed the reasonable cost of reproduction.
- b) Official education records/transcripts-- Simultaneous with the enrollment and conditional placement of the student, the school in the receiving state shall request the student’s official education record from the school in the sending state. Upon receipt of this request, the school in the sending state will process and furnish the official education records to the school in the receiving state within ten (10) business days except for a designated school staff break including, but not limited to, spring, summer, or holiday. Records should be furnished as soon as possible following the return of staff from a school staff break; however, the time

shall not exceed ten (10) days after the return of staff.

SEC. 3.102 Application for transfer of student records and enrollment

An application for transfer of educational records of students subject to this compact shall contain the following:

- a) Immunizations – Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.
- b) Kindergarten and First grade entrance age – Students shall be allowed to continue their enrollment at grade level in the receiving state commensurate with their grade level (including Kindergarten) from a LEA in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in the local education agency in the sending state shall be eligible for enrollment in the next highest grade level in the receiving state, regardless of age. A student transferring after the start of the school year in the receiving state shall enter the school in the receiving state on their validated level from an accredited school in the sending state.
 - 1) Any student who transfers from an out-of-state public school and who does not meet regular age requirements for admission to the school of the state being transferred into shall be admitted upon presentation of the data required in subsection (3).
 - 2) Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to a public school in the state being transferred, shall be admitted if the student meets age requirements for public schools within the state from which he or she is transferring, and if the transfer of the student's academic credit is acceptable under rules of the school board. Prior to admission, the parent or guardian must also provide the data required in subsection (3).
 - 3) In order to be admitted into a school in the receiving state, such a student transferring from the sending state must provide the following data:
 - i. Official military orders showing that the military member was assigned to the state (or commuting area) of the state in which the child was previously duly enrolled and attended school. If a child of a military member was residing with a legal guardian during the previous enrollment and not the military member, a copy of the family care plan, or proof of guardianship, as specified in the Interstate Compact, or any information sufficient for the receiving district to establish eligibility under this compact shall be provided;
 - ii. An official letter or transcript from the proper school authority which shows record of attendance, academic information, and grade placement of the student;
 - iii. Documented evidence of immunization against communicable diseases; and
 - iv. Evidence of date of birth. Chapter 400 – GRADUATION

SEC 4.101 Graduation

- a) Waiver requirements - LEA administrative officials shall waive specific courses required for graduation if similar course work has been satisfactorily completed in another LEA or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, the LEA shall provide an alternative means of acquiring required coursework so that graduation may occur on time. If the

receiving LEA requires a graduation project, volunteer community service hours, or other state or LEA specific requirements, the receiving LEA may waive those requirements.

- b) Exit exams – States shall accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests or 3) alternative testing, in lieu of testing requirements for graduation in the receiving state. In the event the above alternatives cannot be accommodated by the receiving state for a student transferring in his or her senior year, then the provisions of Article VII, Section C of the Compact shall apply.
- c) Transfers during senior year – There may be cases in which a military student transferring at the beginning or during his or her senior year is ineligible to graduate from the receiving LEA after all alternatives have been considered. In such cases the sending and receiving LEA’s shall ensure the receipt of a diploma from the sending LEA, if the student meets the graduation requirements of the sending LEA. In the event that one of the states in question is not a member of this compact, the member state shall use best efforts to facilitate the on-time graduation of the student in accordance with Sections A and B of Article VII of the Compact.

Chapter 500 – PLACEMENT & ATTENDANCE SEC.

5.101 Course placement

The receiving school shall initially place a student who transfers before or during the school year in educational courses based on the student’s enrollment in the sending state school and/or educational conducted at the school in the sending state to the extent the educational courses are provided by the receiving school. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such educational courses.

SEC. 5.102 Educational program placement

The receiving state school shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in like programs in the sending state. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The receiving school may perform subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). The receiving school may allow the student to attend similar educational courses in other schools within the LEA if the receiving school does not offer such programs.

SEC. 5.103 Special education services

(a) In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.A. Section 1400 et. Seq., the receiving state shall initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP); and

(b) In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and with Title II of the Americans with Disabilities Act, 42 U.S.C.A.

Sections 12131-12165, the receiving state shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education.

(c) The receiving school may perform subsequent evaluations to ensure appropriate placement and appropriate services. The receiving school shall follow any current regulations the receiving state has in place in order to comply with federal or state law.

SEC. 5.104 Placement flexibility

LEA officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered under the jurisdiction of the LEA.

SEC. 5.105 Absence as related to deployment activities

A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the Compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the LEA superintendent or head of school to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian. Notwithstanding the above, the LEA superintendent or head of school may provide a maximum number of additional excused absences.

Chapter 600 -- ELIGIBILITY

SEC. 6.101 Eligibility for Enrollment

(a) A custody order, special power of attorney, or other applicable document relative to the guardianship of a child of a military family and executed under the applicable law of each member state shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent. A special power of attorney form, which is acceptable in some jurisdictions, can be obtained through the JAG offices pursuant to Military Family Care Plan regulations.

(1) A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. Tuition may be charged for optional programs offered by the LEA.

(2) A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he/she was enrolled while residing with the custodial parent. The local education agency shall not charge tuition. In addition, transportation to and from school is the responsibility of the non-custodial parent or other persons standing in loco parentis.

(b) Eligibility for extracurricular participation – State and local education agencies shall facilitate the opportunity for transitioning military children’s inclusion in extracurricular activities, regardless of application deadlines, with consultation with the state high school athletic association, to the extent they are otherwise qualified. Application deadlines include tryouts, summer conditioning and other coach or district prerequisites.

Chapter 700 – OVERSIGHT, ENFORCEMENT, AND DISPUTE RESOLUTION

SEC. 7.101 Informal communication to resolve disputes or controversies

- (a) States shall attempt to resolve disputes or controversies by communicating with each other by telephone, telefax, or electronic mail.
- (b) Failure to resolve dispute or controversy—
 - (1) Following an unsuccessful attempt to resolve controversies or disputes arising under this compact, its by-laws or its rules as required under sec.7.101 (a), states shall pursue one or more of the informal dispute resolution processes set forth in sec. 7.101 (b)(2) prior to resorting to formal dispute resolution alternatives.
 - (2) Parties shall submit a written request to the executive director for assistance in resolving the controversy or dispute. The executive director shall provide a written response to the parties within ten (10) days and may, at the executive director's discretion, seek the assistance of legal counsel or the executive committee in resolving the dispute. The executive committee may authorize its standing committees or the executive director to assist in resolving the dispute or controversy.

SEC. 7.102 Formal resolution of disputes and controversies

- a) Alternative dispute resolution – Any controversy or dispute between or among compacting states that arises from or relates to this compact that is not resolved under sec. 7.101 may be resolved by alternative dispute resolution processes. These shall consist of mediation and arbitration.
- b) Mediation and arbitration
 - 1) Mediation
 - i. A state that is party to a dispute may request, or the executive committee may require, the submission of a matter in controversy to mediation.
 - ii. Mediation shall be conducted by a mediator appointed by the executive committee from a list of mediators approved by the national organization responsible for setting standards for mediators and pursuant to procedures customarily used in mediation proceedings.
 - 2) Arbitration
 - i. Arbitration may be recommended by the executive committee in any dispute regardless of the parties' previous submission of the dispute to mediation.
 - ii. Arbitration shall be administered by at least one neutral arbiters or a panel of arbiters not to exceed three members. These arbiters shall be selected from a list of arbiters maintained by the commission staff.
 - iii. The arbitration may be administered pursuant to procedures customarily used in arbitration proceedings and at the direction of the arbiter.
 - iv. Upon the demand of any party to a dispute arising under the compact, the dispute shall be referred to the American Arbitration Association and shall be administered pursuant to its commercial arbitration rules.
 - a) The arbiter in all cases shall assess all costs of arbitration, including fees of the arbiter and reasonable attorney fees of the prevailing party, against the party that did not prevail.
 - b) The arbiter shall have the power to impose any sanction permitted by this compact and other laws of the state or the federal district in which the commission has its principal offices.

- v. Judgment on any award may be entered in any court having jurisdiction.

SEC 7.103 Enforcement actions against a defaulting state

- (a) If the Interstate Commission determines that any state has at any time defaulted (“defaulting state”) in the performance of any of its obligations or responsibilities under this Compact, the by-laws or any duly promulgated rules the Interstate Commission may impose any or all of the following penalties:
 - 1) Damages or costs in such amounts as are deemed to be reasonable as fixed by the Interstate Commission;
 - 2) Remedial training and technical assistance as directed by the Interstate Commission;
 - 3) Suspension and termination of membership in the compact. Suspension shall be imposed only after all other reasonable means of securing compliance under the by-laws and rules have been exhausted. Immediate notice of suspension shall be given by the Interstate Commission to the governor, the chief justice or chief judicial officer of the state, the majority and minority leaders of the defaulting state’s legislature, and the state council.
- (b) The grounds for default include, but are not limited to, failure of a Compacting State to perform such obligations or responsibilities imposed upon it by this compact, Interstate Commission by-laws, or duly promulgated rules. The Interstate Commission shall immediately notify the defaulting state in writing of the penalty imposed by the Interstate Commission on the defaulting state pending a cure of the default. The Interstate Commission shall stipulate the conditions and the time period within which the defaulting state must cure its default. If the defaulting state fails to cure the default within the time period specified by the Interstate Commission, in addition to any other penalties imposed herein, the defaulting state may be terminated from the Compact upon an affirmative vote of a majority of the compacting states and all rights, privileges, and benefits conferred by this Compact shall be terminated from the effective date of suspension.
- (c) Within sixty (60) calendar days of the effective date of termination of a defaulting state, the Interstate Commission shall notify the governor, the chief justice or chief judicial officer, the majority and minority leaders of the defaulting state’s legislature, and the state council of such termination.
- (d) The defaulting state is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination including any obligations, the performance of which extends beyond the effective date of termination.
- (e) The Interstate Commission shall not bear any costs relating to the defaulting state unless otherwise mutually agreed upon between the Interstate Commission and the defaulting state.
- (f) Reinstatement following termination of any compacting state requires both a reenactment of the Compact by the defaulting state and the approval of the Interstate Commission pursuant to the rules.

SEC 7.104 Judicial enforcement

The Interstate Commission may, by majority vote of the members, initiate legal action in the United States District Court for the District of Columbia or, at the discretion of the Interstate Commission, in the federal district where the Interstate Commission has its offices to enforce compliance with the provisions of the Compact, its duly promulgated rules and by-laws, against any compacting state in default. In the event judicial enforcement is necessary, the prevailing party shall be awarded all costs of such litigation including reasonable attorneys’ fees.

APPENDIX B: REQUEST FOR ELEMENTARY ACCELERATION
(To be completed by parent/guardian)

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (Legal Name): _____ DOB: _____ GRADE: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

_____ Virtual instruction in higher grade level subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

_____ Advanced Work Class (Teacher initiated prior to May 1)

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date _____

Please submit this form to the School Principal prior to the deadline noted above.

**APPENDIX C: ELEMENTARY PERFORMANCE CONTRACT
(To be completed before each new ACCEL Option)**

Student (Legal Name): _____ DOB: _____ GRADE: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____ Phone: _____

Select the ACCEL Option you are requesting:

- _____ Mid-year promotion to grade
- _____ Full-year promotion to grade
- _____ Subject-matter acceleration for subject(s) _____
- _____ Virtual instruction in higher grade level subject(s) _____
- _____ Advanced Work Class)

Agreement

Student participation in the selected ACCEL Option is contingent upon the student meeting eligibility and procedural requirements, as explained in the District School Board of Gadsden County Student Progression Plan. Students are required to participate in all state, federal, and local assessments if mid-year or full-year promotion occurs. If a student fails to comply with the stipulated requirements at any time after the ACCEL Option is in effect, the principal may terminate the student's participation and will determine the appropriate placement in lieu of the ACCEL Option.

I grant permission for my student to accelerate his/her learning and agree to the conditions stated above:

Parent/Guardian's Name _____ Date: _____
(print):

Parent/Guardian's Signature: _____ Date: _____

Principal's Name: _____ Date: _____

Principal's Signature: _____ Date: _____

**APPENDIX D: MIDDLE GRADES STUDENTS AND EOC ASSESSMENT
REQUIREMENTS (Beginning 2014-2015)**

MS Algebra 1 EOC	MS Geometry and Biology 1 EOC	MS Civics
<p>A student completing Algebra 1 or Algebra 1 Honors must take the Algebra 1 EOC Assessment and achieve a passing score to be awarded high school credit. The score will count as 30% of the final course grade. If the student passes the course (regardless of the Algebra 1 EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Algebra 1 EOC Assessment and achieve a passing score to earn a standard high school diploma. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.</p>	<p>A student completing Geometry or Geometry Honors must take the Geometry EOC Assessment and achieve a passing score which constitutes 30% of the student's final course grade to be awarded high school credit. If the student passes the course (regardless of the Geometry EOC Assessment score), the course may count as one of the three math courses required for promotion to high school and the course grade used as part of the high school grade point average (GPA). If a student does not pass the EOC Assessment, the student must retake the Geometry EOC Assessment and achieve a passing score to earn the required high school credit for Geometry. The student can only retake the same course through middle grade forgiveness (C, D, or F in course); a student who passes the EOC but not the course is not required to retake the course.</p>	<p>Each student's performance on the statewide standardized EOC assessment in Civics Education constitutes 30% of the student's final course grade.</p>

APPENDIX E: MIDDLE GRADE FAST-TRACK MATHEMATICS CRITERIA
Grade 7 Mathematics, Advanced (1205050) in Sixth Grade – Required eligibility criteria

If student does meet the criteria below, then placement is Grade 6 Mathematics (1205020).

Fifth grade Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 95% + cumulative mathematics grade average in 5th grade advanced
- 95% + cumulative mathematics test average in 5th grade advanced
- 3.75 + cumulative grade point average in core content classes through three quarters 5th grade
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 5 on FSA ELA

Algebra 1 Honors (1200320) in Seventh Grade – Required eligibility criteria

If student does not meet criteria below, then placement is Grade 8 Pre- Algebra (1205080) or Grade 8 Pre-Algebra

Advanced (1205050)

Student must meet 4 out of 5 of these criteria:

- Teacher, Department Chair, and Administrator recommendation
- 92% + cumulative mathematics grade average in Grade 7 Mathematics Advanced (1205050)
- 90% + cumulative mathematics test average in Grade 7 Mathematics Advanced (1205050)
- 3.5+ cumulative grade point average of core content classes for quarters one through three
- Other appropriate diagnostic assessment (TBA)

Student must meet the following two criteria:

- Level 5 on FSA Mathematics
- Level 4 + on FSA ELA

Geometry Honors (1206320) in Eighth Grade – Required eligibility criteria

If student does not meet all criteria, then placement is Algebra 1 honors (1200320) Student must meet all the following criteria:

- Passing score on the Algebra 1 End-of-Course Assessment
- 80% + cumulative mathematics average grade in Algebra 1 Honors (1200320)
- Teacher, Department Chair, and Administrator recommendation

APPENDIX F: REQUEST FOR MIDDLE GRADES ACCELERATION
To be completed by Parent/Guardian

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged. The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements. Parent permission is necessary for ACCEL options.

Student (Legal Name): _____ DOB: _____ GRADE: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

_____ Virtual instruction in higher grade level subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date _____

Please submit this form to the School Principal prior to the deadline noted above.

**APPENDIX G: ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE
LEARNING 9ACCEL0 MIDDLE GRADES PERFORMANCE CONTRACT
To be completed by parent/guardian**

ACCEL options 1003.4295 F.S. are educational options that provide academically challenging curriculum or accelerated instruction to eligible students. *For the majority of students, in-class differentiation provides the learning opportunities needed for advanced students to be challenged.* The school must carefully consider the effect of ACCEL options, especially mid-year and full-year promotion, on the student's future social, emotional and academic performance. A plan for the smooth transition from the student's current grade to a higher grade must be developed, as well as assurance of continuous course progression into middle and high school. **The students' commitment, desire for the program and maturity level must be considered as well as meeting the eligibility requirements.** Parent permission is necessary for ACCEL options.

Student (Legal Name): _____ DOB: _____ GRADE: _____

School: _____ Teacher: _____

Parent/Guardian: (Please print first and last name) _____

Address: _____

Parent/Guardian Email: _____ Phone: _____

Select the ACCEL Option you are requesting:

_____ Mid-year promotion to grade

_____ Full-year promotion to grade

_____ Subject-matter acceleration for subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

_____ Virtual instruction in higher grade level subject(s) _____

**(request must be submitted prior to the end of the first nine weeks)*

On a separate piece of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration. In your response, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

Signature of individual submitting request: _____ Date _____

Please submit this form to the School Principal prior to the deadline noted above.

APPENDIX H: MASTERY EXAM REQUEST

Student Name: _____ **Counselor:** _____

School: _____ **Grade Level:** _____

Date of Request: _____ **School Year:** _____

Data in Support of Credit Acceleration by Mastery Exam:

FCAT/FSA Assessment in Math: _____ Date of Assessment: _____

Most recent math or science course: _____ Grades Earned: _____

Other justification: _____

Guidance Counselor's Communication with Parent _____ Date: _____

Parent in agreement that grade will appear in student records and transcript.

Requested State EOC in _____ administration date, _____, aligns with required dates (CAP section SPP, page 73)

Has the student attempted the EOC in Algebra 1, Geometry or Biology 1 previously?

Yes No If so, which one? _____

If yes, please provide date, score and evidence of additional preapproved preparation.

Date: _____ Score: _____

Additional preapproved preparation: _____

Recommendation of Principal:

- 1) There is adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.
- 2) There is NOT adequate documentation to support the student taking the EOC in Algebra 1, Geometry, or Biology 1.

Signature: _____

Additional Comments:

APPENDIX I: GRADUATION REQUIREMENTS FOR FLORIDA’S STATEWIDE

Overview

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

2019-2020 School Year

Pursuant to Florida Department of Education (FDOE) [Emergency Order No.2020-EO-1](#), the spring administration of K-12 statewide assessments for the 2019-20 school year that were scheduled to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so.

For non-seniors who are enrolled in grade 10 and/or Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the grade 10 English Language Arts (ELA) and/or Algebra 1 end-of-course (EOC) assessments, Emergency Order No. 2020-EO-01 waived the requirement that these students participate in the applicable assessment. However, these students are still required to meet these graduation requirements by passing the applicable assessment during a future administration or by earning the appropriate concordant or comparative score, as detailed in tables 3 and 4. These students may participate in any ELA Retake or applicable EOC administration to meet their graduation requirement, but are not required to do so prior to using a concordant or comparative score.

Finally, participation and 30% final grade calculation requirements for students who were scheduled to take a spring 2020 EOC assessment were waived. However, students who need to pass the Biology 1, Geometry, and/or U.S. History EOC assessment for Scholar diploma designation purposes must still do so to earn the designation. These students may participate in any applicable EOC administration to meet the Scholar diploma designation requirements.

Graduation Requirements

Grade 10 Florida Standards Assessments English Language Arts

The ELA assessment students must pass to graduate with a standard high school diploma is determined by each student’s year of enrollment in grade 9. The Florida Standards Assessments (FSA), aligned to the Florida Standards, were introduced in 2014-15, and the Grade 10 FSA ELA Assessment was first administered in spring 2015. Table 1 below lists the required passing score for the Grade 10 FSA ELA (Reading and Writing) based on grade 9 cohort.

Table 1: FSA ELA Assessment Requirement and Passing Score by School Year

School Year When Students Entered Grade 9	Passing Score
2014-2015 to current	350
2013-2014	349 (alternate passing score)

1 In addition to the 2013-2014 cohort, any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

For more information on the Grade 10 FSA ELA Assessment, please see the [2020-2021 Florida Statewide Grade-Level Assessments Fact Sheet](#).

FSA Algebra 1 End of Course Assessment

The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who completed an applicable course in the 2014-2015 school year and beyond are required to pass the FSA Algebra 1 EOC Assessment, and the required passing score is determined by when students first participated in an FSA Algebra 1 EOC Assessment administration. The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Table 2 below lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated.

Table 2: FSA Algebra 1 EOC Assessment Requirement and Passing Score by First Participation

First Participation in FSA Algebra 1 EOC	Passing Score
Spring 2016 and beyond	497
Spring, Summer, Fall or Winter 2015	489 (alternate passing score)

For More information on the FSA Algebra 1 EOC Assessment, please see the [2020-2021 Florida Statewide End-of-Course Assessments Fact Sheet](#).

Graduation Options

- Statewide Assessment Retakes**—Students can retake the Grade 10 FSA ELA Assessment or FSA Algebra 1 EOC Assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students who do not pass the grade 10 ELA assessment in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The FSA ELA Retake Assessments is administered each fall and spring administration; the FSA Algebra 1 EOC Assessment is administered in each fall, winter, spring, and summer EOC administration.
- Concordant and Comparative Scores**—A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), Florida Administrative Code (F.A.C.). Table 3 and 4 below and on the following page show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Table 3: Grade 10 ELA Concordant Scores
Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for all students who entered grade 9 in 2010–11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Available only for students who entered grade 9 prior to 2018–19:	
SAT EBRW*	430
SAT Reading Subtest***	24
ACT Reading	19

*Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

**The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

***Administered in March 2016 or beyond. Students who entered grade 9 in 2018–19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

Table 4: Algebra 1 EOC Comparative Scores

Algebra 1 EOC (FSA or NGSSS)	
Available for all students who entered grade 9 in 2010–11 and beyond:	
PSAT/NMSQT Math *	430
SAT Math **	420
ACT Math	16
FSA Geometry EOC ***	499
Available only for students who entered grade 9 prior to 2018–19:	
PERT Mathematics	97

*Administered in 2015 or beyond. Students who entered grade 9 in 2010-11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

**Administered in March 2016 or beyond. Student who entered grade 9 in 2010-11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

***Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section on the next page for eligibility criteria.

In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing concordant or comparative score on file.

- **Scholar Diploma Designation**—In accordance with s. [1003.4285\(1\)\(a\)](#), to qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 5.

Table 5: Passing Scores Required for a Scholar Diploma Designation

Student Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1*	U.S. History*
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X

* A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student:

- Takes the respective AP, IB, or AICE assessment, and
- Earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see the Assessment Results section on the [End-of-Course Assessments page](#) on the FDOE website)

The passing score for the FSA Geometry EOC Assessment was adopted in State Board of Education rule in January 2016. For students who took the FSA Geometry EOC Assessment in the 2014-15 school year or in 2016 prior to the adoption of passing scores, the alternate passing score is **492**, which corresponds to the passing score of 396 for the Next Generation Sunshine State Standards (NGSSS) Geometry Assessment, last administered in December 2014. Students who are eligible for this alternate passing score may also use it as a comparative score for the Algebra 1 EOC graduation requirement.

- **Waivers of Results for Students with Disabilities**—Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, visit the [Bureau of Exceptional Education and Student Services webpage](#).
- **High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges, and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of **145**. The FDOE website has additional information and resources regarding the [GED® test](#) and the [high school equivalency program](#).

Previous Scores Required for Graduation

Previous assessment requirements beginning with students originally scheduled to graduate in 2004 are as follows:

- Students who entered grade 9 in the 2000–01 school year through the 2008–09 school year and were originally scheduled to graduate between 2004 and 2013 were required to earn passing scores on grade 10 FCAT Reading and Mathematics assessments, or their equivalents.
- Students who entered grade 9 in the 2009–10 school year were required to earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics, or their equivalents.

- Students who entered grade 9 in the 2010-11 school year through the 2012-13 school year were required to earn a passing score of **245** on the Grade 10 FCAT 2.0 Reading Assessment.
- Students who completed Algebra 1 or an equivalent course in the 2011-12 school year through the 2013-14 school year were required to earn a passing score of 399 on the NGSSS Algebra 1 EOC Assessment.

Students with these requirements currently have the following opportunities to meet them:

- Students whose graduation requirement is Grade 10 FCAT Reading must earn an alternate passing score (see Table 1) on the FSA ELA Retake or a concordant score as described in Table 3.
- Students whose graduation requirement is Grade 10 FCAT Mathematics must earn a comparative to the Algebra 1 EOC as described in Table 4. Students may also meet the FCAT Mathematics requirement by passing the FSA Algebra 1 EOC Assessment.
- Students whose graduation requirement in requirement is Grade 10 FCAT 2.0 Reading may satisfy this requirement by earning the alternate passing score of **349** on the FSA ELA Retake or by earning a concordant score as described in Tale 3.
- Students whose graduation requirement is the NGSSS Algebra 1 EOC Assessment may satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC Assessment or by earning a comparative score as described in Table 4.
 - Note: Students who entered grade 9 in the 2020-11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the NGSSS Algebra 1 EOC Assessment. The results of the NGSSS Algebra 1 EOC must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.

The required passing and concordant scores for students who entered grade 9 from 2000–01 to 2009–10 are provided in Table 6 on the following page.

Class of 2003—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirement by earning a score of **339** on the Grade 10 FSA ELA Assessment, which is equivalent to a score of **236** on Grade 10 FCAT 2.0 Reading Assessment. The Mathematics requirement for Class of 2003 students is the same as that described.

High School Competency Test (HSCT) Requirement—The HSCT State Board Rule ([6A-1.09421, F.A.C.](#)) was repealed in fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with [Rule 6A-6.020, F.A.C.](#), those who enter adult high school after their ninth-grade cohort has graduated or who are not part of a ninth-grade cohort must meet the current grade 12 cohort's graduation requirements that are in effect the year they enter adult high school.

Table 6: Passing Scores for Students Entering Grade 9 from 2000–01 to 2009–10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300)	1889 (scale score of 300)
FCAT 2.0	241*	N/A
SAT Concordant Score	<p><u>SAT administered prior to March 2016</u> For students who entered grade 9 in 2006–07 or earlier: 410 – Critical Reading</p> <p>For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – Critical Reading</p> <p><u>SAT administered after March 2016</u> For students who entered grade 9 in 2006–07 or earlier: 410 – Evidence-Based Reading and Writing (EBRW) OR 22 – Reading Subtest</p> <p>For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – EBRW OR 23 – Reading Subtest</p>	340**
ACT Concordant Score	15 (for students who entered grade 9 in 2006–07 or earlier) 18 (for students who entered grade 9 in 2007–08, 2008–09, or 2009–10)	15

*Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading Assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

**A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond.

Helpful Resources

- For a full schedule of all statewide assessments, see the 2020-2021 Statewide Assessment Schedule. Flexibility will be offered this year based on district shifts in school year calendars.
- An academic advisement flyer for students related to graduation requirements is available on the [Graduation Requirements](#) page.
- The [Florida Statewide Assessments Portal](#) provides information about the assessments currently administered and serves as valuable resources to students, parents/guardians, and educators.
- [FloridaStudents.org](#) provides student tutorials and resources for the Florida Standards.
- [CPALMS.org](#) is Florida’s official source for standards information and course descriptions and includes helpful resources for educators and students.
- The [Statewide Assessment Program Information Guide](#) describes the processes involved in developing, administering, and scoring the FSA and NGSSS assessments.

APPENDIX J: COLLEGE READINESS COURSES

The State Board of Education shall adopt rules that require high schools to evaluate before the beginning of grade 12 the college readiness of each student who indicates an interest in postsecondary education and scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT/FSA or Level 2, 3, or 4 on the Algebra 1 EOC. High schools shall perform this evaluation using results from the corresponding component of the Postsecondary Education Readiness Test (PERT) or an equivalent test identified by the State Board of Education. The State Board of Education shall establish by rule the minimum test scores a student must achieve to demonstrate readiness.

Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within two years of achieving such scores shall not be required to enroll in remediation course as a condition of acceptance to any community college. The high school shall use the results of the test to advise the students of any identified deficiencies and to the maximum extent practicable provide grade 12 students access to appropriate remedial instruction prior to high school graduation. The college ready instruction provided under this subsection shall be a collaborative effort between secondary and postsecondary educational institutions. To the extent courses are available; the Gadsden County Virtual School may be used to provide the college-ready instruction required by the subsection.

College Readiness Course Placement Score Recommendations*

Subject	Course Title	PERT	SAT	ACT
Reading	English 4: FL College Prep	50-105	< 440	< 19
	English 4		≥ 440	≥ 19
Writing	English 4: FL College Prep	50-102	< 440	< 17
	English 4		≥ 440	≥ 17
Mathematics	Math for College Readiness	50-113	≥ 440	≥ 19

The College Readiness Course Placement Score Recommendations apply to students who will be seniors in 2014-2015. The PERT is administered to grade 11 students who have not previously met college readiness standards.

Statewide college – ready cut scores for PERT Reading, 106
 Writing, 103
 Mathematics, 114

College Readiness Courses Offered in Gadsden County English IV:

- Florida College Prep (Course Code: 1001405)
- Mathematics for College Readiness (Course Code: 1200700)

APPENDIX K: FOREIGN EXCHANGE PROGRAM REQUIREMENTS

The school board recognizes the importance of intercultural and international education as part of a school program.

Any student from a foreign country sponsored by a Foreign Exchange Visitor Program who fulfills all eligibility requirements (applicable federal, state, and district regulations), including the approval of the principal, may attend a Gadsden County High School at the discretion of the District School Board of Gadsden County. All students must be approved by the district, through Academic Services, before enrolling in a district school. In no case can the number of foreign exchange students exceed 1 % of the school's enrollment. The district reserves the right to limit the number of students placed by any sponsor or from any country.

Organizations and institutions sponsoring students must be approved by the Council on Standards for International Educational Travel (CSIET) and have J visa status in order to be eligible to participate in the Foreign Exchange Visitor Program.

1. ELIGIBILITY REQUIREMENTS

- A. Sponsors: Applications may be made by CSIET approved organizations desiring to sponsor foreign students in Gadsden County School District. Any organizations sponsoring a student must supply the name, address, and telephone number of the local representative who is a resident of Gadsden County and can be contacted at any time in case of emergency or other problem.
- B. Students: Students must meet the following eligibility requirements prior to acceptance:
- agree to be in attendance for one academic school year
 - be at least 15 but not more than 18 ½ years of age on the date of enrollment in the program and have not completed more than 11 years of primary and secondary education (exclusive of kindergarten) [NOTE: students who have already graduated will not be allowed to enroll in a Gadsden County high school]
 - have sufficient knowledge of the English language to participate in high school classes
 - be accepted by a suitable host family, not to be hosted by the area representative of the sponsoring organization
 - provide an English translation of the student's official academic transcript for at least 2
 - years prior to entry into the program, including a description of each course

2. PROCEDURES FOR ADMISSION OF ELIGIBLE STUDENTS

The sponsoring organization must apply for and obtain the approval for admission of the student through the local representative by Academic Services at least fifteen (15) working days prior to enrollment in school.

- A. Notification: A copy of the District School Board of Gadsden County Foreign Exchange Program procedures shall be sent to local coordinators when requesting placement.

Written approval or denial for admission shall be given to the local coordinator of the sponsoring organization by the Academic Services. The exchange student must be accompanied by the sponsoring organization coordinator and a member of the host family when enrolling at the approved school. Formal entrance to school shall be at the beginning of the school year. An orientation designed to acquaint the student with the American school and with the rules governing the behavior of all students shall be provided by the school staff. The student shall follow school rules and shall participate fully in the educational program provided.

- B. Supervision: It is the sponsor's responsibility to make all travel and accommodation arrangements, including securing the host family. It is the sponsor's responsibility to resolve problems that arise between the student, the host family, and /or the school including, if necessary, the changing of host families or the early return home of the exchange student due to unresolved or personal difficulties .It is the responsibility of the sponsor to notify Academic Services of all changes of host family or address.
- C. Financial Support: All expenses, including school and school-related expenses are the responsibility of the student, the sponsoring organization, and the host family. Foreign Exchange students are not eligible for lunch subsidy.
- D. Employment: Exchange students are not permitted to take regular or part-time jobs during their stay in the United States.
- E. Athletic Eligibility: Students shall be governed by the Florida High School Athletics Association rules and regulations regarding participation in inter- scholastic athletic competition.
- F. Completion: Upon completion of the stay in Gadsden County, the student shall be issued an official transcript of all work completed. A certificate of participation shall also be awarded. Schools are encouraged to honor the foreign exchange student's program completion and award the certificate at an award ceremony.
- G. Monitoring: CSIET approved programs are monitored by Academic Services for
 - quality of foreign exchange student recruited (e.g., English proficiency, attitude, behavior) and
 - appropriateness of host family placement (e.g., high school age student in host family home, family stability)

Sponsoring organizations that have violated requirements of student eligibility shall not be eligible to submit applications for students to attend Gadsden County High School for a period of two years. Programs with a second violation shall be permanently removed as approved programs for placement in Gadsden County.

APPENDIX L
THIRD GRADE STUDENT PROGRESSION – TECHNICAL ASSISTANCE

A. REQUIREMENTS FOR PROMOTION TO GRADE 4

To be promoted to grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under section 1008.22, Florida Statutes (F.S.), for grade 3. (Section 1008.25(5)(b), F.S.)

The district school board may only exempt students from mandatory retention for good cause. Good cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of section 1008.212, F.S.
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3. (Section 1008.25(6)(b), F.S.)

B. ALTERNATIVE ASSESSMENTS FOR PROMOTION TO GRADE 4

Students who score at Level 1 on the grade 3 statewide English Language Arts Florida Standards Assessment may be promoted to grade 4 if the student demonstrates an acceptable level of performance on an approved alternative standardized reading assessment. The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4 and will provide a list of approved alternative assessments to districts. The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

1. Internal consistency reliability coefficients of at least 0.80;
2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent, or criterion validity;
3. Norming studies within the last five (5) to ten (10) years, with norming within five (5) years being preferable; and,

4. Serves as a measure of grade three achievement in reading comprehension.

Districts may submit requests for the approval of alternative standardized reading assessments to be used as a good cause exemption for promotion to grade 4. Once an assessment has been 2 approved by the Department of Education, the assessment is approved for statewide use. The Department of Education shall approve the required percentile passing score for each approved alternative standardized reading assessment based on an analysis of Florida student achievement results. If an analysis is not feasible, students must score at or above the 50th percentile on the approved alternative standardized reading assessment. The earliest the alternative assessment may be administered for student promotion purposes is following administration of the grade 3 statewide English Language Arts Florida Standards Assessment. An approved standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered.

The table below lists approved alternate assessments and required percentiles at the publishing date of this TAP. For the current list of approved assessments, please refer to the Just Read, Florida! website, www.fldoe.org/academics/standards/just-read-fl.

SAT-10	45 th percentile
Terranova	50 th Percentile
ITBS	50 th Percentile
NWEA MAP	50 th Percentile
STAR Enterprise	50 th Percentile (must use Enterprise version)
I-Ready	50 th Percentile (must use Table 6 from 2016-2017 Norms to determine percentile)
I-Station	50 th Percentile

(Rule 6A-1.094221, Florida Administrative Code (F.A.C.))

C. STUDENT PORTFOLIOS FOR PROMOTION TO GRADE 4

To promote a student using a student portfolio as a good cause exemption, there must be evidence that demonstrates the student’s mastery of the Language Arts Florida Standards in reading is equal to at least a Level 2 performance on the grade 3 statewide English Language Arts Florida Standards Assessment. Such evidence shall be an organized collection of the student’s mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts Florida Standards Assessment. The student portfolio must meet the following criteria:

1. Be selected by the student’s teacher,

2. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,
3. Include evidence that the standards assessed by the grade 3 statewide English Language Arts Florida Standards Assessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's 3 adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments.
4. Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the grade 3 statewide English Language Arts Florida Standards Assessment. For each standard, there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example, and,
5. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The school principal shall review and discuss such recommendation with the teacher and make the determination as to whether the student should be promoted or retained. If the school principal determines that the student should be promoted, the school principal shall make such recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing. (Rule 6A-1.094221, F.A.C., and Section 1008.25(6)(c)2, F.S.)

D. SUMMER READING CAMPS

Retained students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include participation in the school district's summer reading camp, which must incorporate evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. Students participating in the school district's summer reading camp must be provided with a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S., and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading. (Section 1008.25(7), F.S.)

E. SERVICES FOR STUDENTS PROMOTED TO GRADE 4 WITH A GOOD CAUSE EXEMPTION

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan such as an individual education plan;
2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which 4 research has shown to be successful in improving reading among students who have reading difficulties. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)

F. SERVICES FOR STUDENTS RETAINED IN GRADE 3

Students retained in grade 3 must be provided with a highly effective teacher as determined by the teacher’s performance evaluation under section 1012.34, F.S., and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading. These students must also be provided intensive interventions in reading to ameliorate the student’s specific reading deficiency and prepare the student for promotion to the next grade. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
2. Participation in the school district’s summer reading camp, which must incorporate the instructional and intervention strategies above.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies. This instruction may include:
 - a. Integration of content-rich texts in science and social studies within the 90-minute block.
 - b. Small group instruction.
 - c. Reduced teacher-student ratios.
 - d. More frequent progress monitoring.
 - e. Tutoring or mentoring.
 - f. Transition classes containing 3rd and 4th grade students.
 - g. Extended school day, week, or year.

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student’s difficulty, the areas of academic need, and strategies for providing academic supports to improve the student’s performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan such as an individual education plan;

2. A school-wide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or
3. An individualized progress monitoring plan.

Each school district shall establish at each school, when applicable, an intensive reading acceleration course for any student retained in grade 3 who was previously retained in kindergarten, grade 1, or grade 2. The intensive reading acceleration course must provide the following:

1. Uninterrupted reading instruction for the majority of student contact time each day and opportunities to master the grade 4 Next Generation Sunshine State Standards in other core subject areas through content-rich texts.
2. Small group instruction.
3. Reduced teacher-student ratios. 5
4. The use of explicit, systematic, and multisensory reading interventions, including intensive language, phonics, and vocabulary instruction, and use of a speech-language therapist if necessary, that have proven results in accelerating student reading achievement within the same school year.
5. A read-at-home plan. (Section 1008.25(7), F.S.)

G. MID-YEAR PROMOTION OF RETAINED GRADE 3 STUDENTS

Each school district shall implement a policy for the mid-year promotion of a student retained in grade 3 who can demonstrate that he or she is a successful and independent reader. Such mid-year promotions of retained grade 3 students should occur during the first semester of the academic year. To be eligible for mid-year promotion, a student must demonstrate that he or she:

1. Is a successful and independent reader as demonstrated by reading at or above grade level;
2. Has progressed sufficiently to master appropriate fourth grade reading skills; and,
3. Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

The criteria for students promoted on or before November 1 must provide a reasonable expectation that the student has mastery of grade 3 reading skills as presented in the English Language Arts Florida Standards. Evidence is as follows:

1. Satisfactory performance on locally selected standardized assessment(s) measuring English Language Arts Florida Standards;
2. Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule 6A-1.094221, F.A.C., and described in Section B of this TAP; or
3. Successful completion of portfolio elements that meet the following requirements:
 - a. Be selected by the school district;
 - b. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;
 - c. Include evidence of mastery of the standards assessed by the grade 3 English Language Arts Florida Standards assessment. Evidence can include successful completion of multiple choice items and text-based responses, chapter or unit tests

from the district or school adopted core reading curriculum, or the state-provided third grade student portfolio. Portfolios should contain 50 percent literary and 50 percent informational texts.

- d. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade 4.

The Progress Monitoring Plan for any retained third grade student who has been promoted midyear to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years. (Section 1008.25(7), F.S., and Rule 6A-1.094222, F.A.C.)

H. REQUIRED PARENTAL NOTIFICATIONS

For all students in kindergarten through grade 3, schools may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions. A student who has a substantial reading deficiency must be covered by a federally required student plan, such as an individual education plan or an individualized progress monitoring plan, or both, as necessary. The parent of any student who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must be notified in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading.
2. A description of the current services that are provided to the child.
3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.
4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.
5. Strategies, including multisensory strategies, through a read-at-home plan the parent can use in helping his or her child succeed in reading.
6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.
7. The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A parent of a student in grade 3 who is identified anytime

during the year as being at risk of retention may request that the school immediately begin collecting evidence for a portfolio.

8. The district's specific criteria and policies for midyear promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. Additionally, each school district shall provide written notification to the parent of a student who is retained in grade 3 that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. This notification must comply with the aforementioned notification for parents of a student with a substantial deficiency in reading and must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency.

Section 1008.25(5)(a) F.S.

Section 1008.25(5)(c),F.S.

Section 1008.25(7)(b)(1), F.S.

APPENDIX M: HOUSE BILL 7069 CHANGES TO ASSESSMENT, ACCOUNTABILITY AND STUDENT PROGRESSION

<https://info.fldoe.org/docushare/dsweb/Get/Document-8139/DPS-2017-118.pdf>

House Bill 7069 was passed during the 2017 legislative session, signed into law by Governor Rick Scott and took effect on July 1, 2017. It enacts changes that impact assessment, accountability and student progression for schools and districts. Below is information regarding these changes listed by the section of the bill in which they are found. If there are questions about this information, please contact the appropriate staff member at the department, as indicated for each section.

Section 27. (Contact: Jason Gaitanis; 850-245-9618; Jason.Gaitanis@fldoe.org) Amends section (s.) 1008.34, Florida Statutes (F.S.), School grading system; school report cards; district grade, to:

- Require that students who transfer to a private school with which the district has a contractual relationship be included in the students' home school's graduation rate. District MIS Directors and Accountability Coordinators received information in a memo about the graduation rate corrections process about a new withdrawal code established to collect data so that this requirement can be implemented. This began with the 2016-17 graduation rate calculations.

Section 28. (Contact: Jason Gaitanis; 850-245-9618; Jason.Gaitanis@fldoe.org) Amends s. 1008.341, F.S., School improvement rating for alternative schools, to:

- Require that concordant scores be used in determining an alternative school's school improvement rating. The 2016-17 School Improvement Ratings were calculated with this change.

Section 33. (Contact: Monica Verra-Tirado; 850-245-0941; Monica.Verra-Tirado@fldoe.org) Amends s. 1003.4282, F.S., Requirements for a standard high school diploma, to make the following changes:

Additions

- A district school board or charter school governing board may allow a student to satisfy the online course requirement by completing a blended learning course.
- A school district may not require a student to take a blended learning course outside of the school day or in addition to a student's courses for a given semester.
- The online course graduation requirement does not apply to a student who has an individual educational plan (IEP) under s. 1003.57, F.S., which indicates a blended learning course would be inappropriate.

Deletions

- The requirement that a student selecting Algebra 2 must take the Algebra 2 End-of-Course (EOC) assessment and must have the results constitute 30 percent of the student's final course grade.

- The provision for the requirement for a student to pass a personal fitness competency test with a score of “C” or better if they satisfy the one-credit physical education requirement through participation in two full seasons of an interscholastic sport (junior varsity or varsity level).
- The provision that a student may satisfy the online course requirement by passage of an online content assessment without enrollment in or completion of the corresponding course or courses.

Districts will need to review and revise their pupil progression plans to incorporate the additions and deletions noted above, and to provide this information to students, parents and other interested stakeholders.

The 2017-2018 Secondary Student Progression Frequently Asked Questions resource is available on the Graduation Requirements webpage.

Section 34. (Contact: Monica Verra-Tirado; 850-245-0941; Monica.Verra-Tirado@fldoe.org) Amends s. 1003.4285, F.S., Standard high school diploma designations, to:

- Delete the requirement that a student must pass the Algebra 2 EOC statewide standardized assessment in order to earn a scholar diploma designation

Section 35. (Contact: Vince Verges; 850-245-0513; Vince.Verges@fldoe.org) Amends s. 1008.22, F.S., Student assessment program for public schools, to:

- Make the following changes that impact statewide assessment schedules and test administration. The updated 2017-18 statewide assessment schedule is posted on the department’s website at <http://fldoe.org/accountability/assessments/k-12-student-assessment/assessment-schedules.shtml>.
 - Removes the provision for an Algebra 2 EOC assessment. The last test administration of the Algebra 2 EOC assessment was the spring 2017 test administration.
 - Requires that the statewide, standardized English Language Arts (ELA) and Mathematics assessments in grades 3 to 6 be delivered only in a paper-based format with a process that begins with the 2017-18 school year so that all such assessments are paper-based no later than the 2018-19 school year. There is no longer a requirement that the grade 3 ELA assessment be computer-based in 2017-18.
 - The testing windows and administration timeframes for the statewide assessments (excluding retake assessments) are now specified in s. 1008.22, F.S., and will be effective beginning in the 2018-19 school year, as follows:
 - The grade 3 ELA assessment and the Writing component of the ELA assessment for grades 4 through 10 cannot start earlier than April 1, and its window can be no more than two weeks.
 - All other paper-based assessments cannot start earlier than May 1, and their window cannot exceed two weeks.
 - All assessments not specified in the above bullets (i.e., any computer-based

assessments other than ELA Writing) must be administered within a four-week assessment window that opens no earlier than May 1.

- Assessments other than the grade 3 ELA assessment and the Writing component of the ELA assessment can only be administered no earlier than four weeks before the last day of school for the district. The bill analysis provided by legislative staff offers the following guidance: “[HB 7069] requires school districts to administer the assessments associated with a May 1 assessment window no earlier than four weeks before the last day of school for the district. In effect, this will require the last four weeks of a school district’s school year to overlap with the May 1 assessment windows to the extent necessary for all assessments in the district to be administered. This does not require the last four weeks of the school year to start with the May 1 assessment window; rather, school districts will have the flexibility to adjust their last day of school to provide sufficient time, based upon the district’s capacity and needs, to administer these assessments within their respective assessment windows.”
- The department’s publication requirement for the uniform assessment calendar is moved from August to January each year, beginning in 2018. By January 1, 2018, the department will publish the statewide assessment schedule in the uniform assessment calendar format for the 2018-19 and 2019-20 school years. The uniform assessment calendars will be sent to school district superintendents and district assessment coordinators and posted at <http://fldoe.org/accountability/assessments/k-12-studentassessment/assessment-schedules.stml> on the department’s website. District requirements for publishing the uniform assessment calendar did not change.
- Make the following changes that impact the reporting of students’ assessment scores.
 - Statewide assessment results must be made available no later than June 30, except for the results for the grade 3 ELA assessment which must be available by May 31.
 - Districts must report district-required assessment results to teachers within 1 week of their test administration and to the student’s parents within 30 days after administering the assessments.
 - A new, more comprehensive student score report for the statewide assessments will be implemented. The new report format must contain an explanation of the student’s results; information identifying the student’s strengths and weaknesses; specific actions that can be taken and resources that can be utilized for improving areas of weaknesses; and longitudinal, comparative and predictive data for the student.
- Require the department to solicit cost proposals for releasing the grades 3-10 ELA and grades 3-8 Mathematics assessments in any procurement for such assessments, beginning with the next scheduled procurement. Assessments must be published on a triennial basis, based on a schedule determined by the commissioner. Each published assessment must have been administered during the most recent school year. The deadline for the initial publication of released statewide assessments is June 30, 2021, subject to legislative appropriation, and must at a minimum include grade 3 ELA and Mathematics, grade 10 ELA and the Algebra 1 EOC assessment. The department must publish materials on its website for understanding released statewide assessments.
- Clarify in adult education reporting requirements that secondary education subsequent to grade 8 refers to grades 9-12, not adult education.

Section 36. (Contact: Jason Gaitanis; 850-245-9618; Jason.Gaitanis@fldoe.org) Amends s. 1012.34, F.S., Personnel evaluation procedures and criteria, to make the following changes to the teacher evaluation system in Florida:

- Districts may choose, but are no longer required, to use the student growth measure adopted by the Commissioner in teacher evaluation systems. The law does still require that at least 1/3 of each teacher’s evaluation is based upon three years (if available) of student performance data (either growth or achievement) for students taught by the teacher.
- The bill removes rulemaking requirements to establish performance-level standards based on the Commissioner’s approved student learning growth model.

In addition to the above changes, the department is required to contract with a third party to develop a data visualization tool using the data from the Commissioner’s approved student learning growth model (Florida’s value-added model), to enable teachers to understand and evaluate data and to enable school administrators to improve instruction, evaluate programs, allocate resources, plan professional development and communicate with stakeholders.

Section 37. (Contact: Vince Verges; 850-245-0513; Vince.Verges@fldoe.org) Creates a new section of law to:

- Require the Commissioner to contract for an independent study to determine whether the SAT and ACT may be administered in lieu of the grade 10 ELA and Algebra 1 EOC assessments while continuing to meet federal requirements. The findings of the study are due to the Governor, President of the Senate, Speaker of the House and the State Board by January 1, 2018.

Section 42. (Contact: Tammy Duncan; 850-850-245-0022; Tammy.Duncan@fldoe.org) Amends s. 1008.345, F.S., Implementation of state system of school improvement and education accountability, to include the following reporting requirements:

- The commissioner must annually report to both the State Board of Education and Legislature recommended changes to state policy for fostering school improvement and education accountability. Additions to this report include:
 - Information contained in the district’s annual report required under s. 1008.25(8), F.S. Components of the district’s annual report are published in the PK-12 portal of the EDStats tool, which may be accessed at <https://edstats.fldoe.org>.
 - Intervention and support strategies effective in improving reading performance of students who are identified as having a substantial reading deficiency.

Changes listed here for this section of the bill are specific to reporting requirements for the annual report. For information about school improvement policies, please contact Melissa Ramsey at 850-245-0841 or Melissa.Ramsey@fldoe.org.

APPENDIX N: GRADUATION REQUIREMENTS FOR DISPLACED PUERTO RICO HIGH SCHOOL STUDENTS

<https://info.fldoe.org/docushare/dsweb/Get/Document-8138/DPS-2017-172.pdf>

We are excited and pleased to announce that we have confirmation for graduation requirements for displaced Puerto Rican high school juniors and seniors to substantially complete the Puerto Rico high school curriculum and earn a Puerto Rico high school diploma if they choose this option.

Eligible Students

The Florida Department of Education (FDOE) will request that Florida public school districts provide students with an option to earn a Puerto Rico high school diploma if the student

- 1) is enrolled in a public school in Florida;
- 2) was enrolled in a public school in Puerto Rico;
- 3) has been displaced by Hurricane Maria; and
- 4) had attained the 11th or 12th grade in Puerto Rico by the time Hurricane Maria made landfall in October 2017.

Requirements for Earning a Puerto Rico High School Diploma for a Student Who is currently a junior or a senior in High School

- In order for a student to earn a high school diploma from Puerto Rico, the student must complete a minimum of 18 credits, 20 hours of occupational experiences (which may include mentoring, internship or work experience, or a combination thereof) and 40 hours of community service.
- The 18 credits required for a student to earn a Puerto Rico high school diploma must include the following:
 - Spanish – 3.0 credits
 - English – 3.0 credits
 - Mathematics – 3.0 credits
 - Social Studies – 3.0 credits
 - Science – 3.0 credits
 - Physical Education – 1.0 credit
 - Art – 0.5 credit
 - Health – 0.5 credit
 - Responsible Parenting – 0.5 credit (may also be satisfied with a Health Education or elective course)
 - Technology, Family Science, Agriculture or other elective – 0.5 credit.
- There are no specific courses required for the credits in mathematics, English, Science or Social Studies.
- There are no requirements for a student to earn a minimum grade point average or satisfy standardized assessment requirements.

Student Transcripts

We will need to identify the process by which students may request official transcripts and a diploma from the Puerto Rico Department of Education. Until that process has been established, there is a process in place for establishing a student's progression plan that is outlined in State Board of Education Rule 6A1.09941, Florida Administrative Code. When a high school student transfers into a Florida public school, the credits and grades earned and offered for acceptance are based on official educational records. If a high school student from Puerto Rico transfers into a Florida public school without official educational records, then the receiving school determines grade-level placement based on the district student progression plan. Principals, in cooperation with faculty, take steps to assess the student's level of learning in the core content areas. An academic history is created based on student and parent interviews, assessments, teachers' consultation and other factors. The student is then placed in the most appropriate sequential course. Validation of credits established in the academic history is based, in part, upon performance during the first grading period. Please refer to questions and answers in the Guidance to School Districts of Enrolling Students Displaced by Hurricane Maria (pdf).

The Florida Department of Education is working collaboratively with the Puerto Rico Department of Education to ensure that student credit hours are accurately transferred. Further information will be forthcoming. In the meantime, any student choosing this option and transferring back to their school in Puerto Rico will not count in the denominator and/or adversely affect graduation rates. These students will be coded as "W3B – Any PK12 student who withdraws to attend a public school in another public school out-of-state or out-of-country." This code should be used for all students returning to Puerto Rico including seniors who are returning to receive their high school diploma.

APPENDIX O: MULTI-TIERED SYSTEM OF SUPPORTS

Schools are required to utilize the district Multi-Tiered System of Support Plan for all students, including those students who fail to meet performance standards. The *Multi-Tiered System of Support Handbook* (located on our District Website) is designed to guide schools and teachers as they implement a Multi-Tiered System of Support for all students. The Multi-Tiered System of Support model requires that teachers monitor student data obtained through universal screening, formative progress monitoring and classroom assessment/observation throughout the year and implement interventions to meet student needs as identified by this data. According to House Bill 7069 "...students must be provided intensive explicit, systematic, and multisensory reading interventions" (F.S. 1001.215).

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (tiers). Three Tiers describe the level and intensity of the instruction/interventions provided across the continuum:

Tier 1 - Core Universal Instruction and Supports

General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2 - Targeted Supplemental Interventions and Supports

More focused, targeted instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum/instruction

Tier 3 - Intensive Individualized Interventions and Supports

More focused, targeted *individualized* instruction/intervention and supplemental support, in addition to and aligned with the core academic and behavior curriculum/instruction

The three Tiers are not used to describe categories of students, timelines, procedures, or specific programs.

APPENDIX P: REQUEST FOR ASSIGNMENT TO NEXT GRADE FOR GOOD CAUSE

School Name: _____
Student Name: _____ **Student Number:** _____
Current Grade: _____

Record of Prior Retentions: _____
Special Classes (i.e. ESOL, ESE): _____

FSA RESULTS

Reading: _____ **Mathematics** _____

GRADES IN ACADEMIC SUBJECTS

Lang. Arts _____ **Reading** _____ **Mathematics** _____

Social Studies _____ **Science** _____ **Writing** _____

Checked below to indicate the area in which the above named student is eligible for assignment to the next grade as provided by the Student Progression Plan.

- _____ 1. A student with limited English proficiency who has had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States and meets all other district promotion requirements;
- _____ 2. A student with a disability whose Individual Education Plan (IEP) indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule (Section 1008.212, F.S.);
- _____ 3. A student who demonstrates an acceptable level of performance on a district and State approved alternative standardized reading or English Language Arts assessment;
- _____ 4. A student who demonstrates, through a student portfolio, that he/she is reading on grade level as evidenced by demonstration of mastery of the English Language Arts Florida Standards tested in reading equal to at least a Level 2 performance. A student in grades 4-8 who demonstrates through a portfolio that promotion requirements have been met in other applicable subject areas;
- _____ 5. A student with a disability, who has been previously retained in the K-3 grade group, who participates in the FSA, and who has an Individual Education Plan (IEP) or a 504 plan that reflects that the student has received intensive remediation in reading or English Language Arts for more than 2 years but still demonstrates a deficiency in reading;
- _____ 6. A K-3 student who has received intensive remediation in reading for 2 or more years but still demonstrates a deficiency in reading and/or mathematics, and who was previously retained in the K-3 grade group for two or more years;
- _____ 7. A 4-8 student who has received intensive remediation in reading and/or mathematics for 2 or more years in the 4-8 grade group but still demonstrates a deficiency in reading and/or mathematics and who has previously retained for 2 or more years in the 4-8 grade group or combined retentions of 3 years in the K-8 grade group.

Superintendent's Signature

Principal's Signature

Appendix Q: Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successful complete on of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra Geometry
- Biology 1 U.S. History

* Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP])

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24 credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3,4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>
<p>* Eligible courses are specified in the Florida Course Code Directory. **A computer science credit may not be used to substitute for both a mathematics and science credit.</p>

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

* A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB, or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s.1003.492,F.S.)

What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History).

The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course.

- Algebra 1
- Biology 1
- Geometry
- U.S. History

State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in art degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Center

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)



Appendix R
Gadsden County Public Schools, Florida
CURRICULUM & INSTRUCTION DEPARTMENT
TRANSFER RECORD FROM NON-PUBLIC TO PUBLIC SCHOOL
KINDERGARTEN AND GRADE 1 (2020-2021)

KINDERGARTEN REQUIREMENT:

Age 5 on or before September 1, admitted any time during the school year

FIRST GRADE ENTRANCE REQUIREMENTS:

Age 6 on or before September 1, admitted any time during the school year, if Kindergarten has been successfully completed.

Successful completion will be defined as follows:

- 1 The student was in regular attendance in an 180 day instructional program.
- 2 The student was in attendance in a 3 hour net instructional program.
- 3 The student met the Kindergarten legal age requirement of 5 on or before September 1.

CHILD'S RECORDS:

Student's Legal Last Name	First	Initial	Birthday (Mo/Day/Yr)
---------------------------	-------	---------	----------------------

House Number/Street Name/Apt#	City	State	Zip Code
-------------------------------	------	-------	----------

Immunization Records Attached? Yes No

Number of Days Present: _____ Number of Days School in Session: _____

Number of Days Absent: _____ Length of Child's Instructional Day: _____

SCHOOL RECORDS:

Name of School: _____

Address of School: _____

Signature of Teacher: _____

Florida Statutes Records Requirements Met by School: Yes No

AREA DIRECTOR CERTIFICATION STATEMENT

It is our professional option that _____
(Name of Student)

has / has not successfully completed the legal requirement for Kindergarten and was in regular attendance during the 20____ - 20 ____ school year and is / is not ready to begin a first grade program.

Area Director Signature	(Mo/Day/Yr)
-------------------------	-------------



Gadsden County Public Schools
VERIFICATION OF RESIDENCE
(Families Residing With Other Families)

OFFICE USE ONLY (check one)	
Initial Application	_____
Re-Application	_____

FLORIDA STATUTES 837.06 PROVIDES THAT WHOEVER KNOWINGLY MAKES A FALSE STATEMENT IN WRITING WITH THE INTENT TO MISLEAD A PUBLIC SERVANT IN THE PERFORMANCE OF HIS OFFICIAL DUTY SHALL BE GUILTY OF A MISDEMEANOR OF THE SECOND DEGREE.

TO BE COMPLETED BY PARENT/LEGAL GUARDIAN

PART A: I _____, hereby swear/attest that my child,
(Parent/Legal Guardian)

_____, and I are currently residing with _____,
(Child's Name) (Homeowner/Lessee Name)

whose legal Gadsden County residence is _____,
(Street Address)

_____,
(City) (Zip Code)

This verification of residency is necessary to attend _____.
(School Name)

I understand that falsification of this information may lead to the immediate withdrawal of my child from this school. I also understand that this form is valid for one (1) school year ONLY and it is my responsibility, as parent, to renew this form with my child's school no later than May 31st for the next school year. Note: Any student's residence information not renewed by the time allotted will be withdrawn from school until residence information is verified.

Note: A copy of two of the following items must be attached: A valid Florida Driver's License (or DMV picture ID), voter registration, or auto registration with the Gadsden County street address shown above.

(Parent/Legal Guardian Signature) (Date)

TO BE COMPLETED BY HOME OWNER/LESSEE

PART B: I _____, hereby swear/attest that the above
(Legal Gadsden County Resident)

statement is true and accurate and the above named individuals are indeed residing at my permanent residence.

Note: A copy of a warranty deed or homestead exemption or lease, a copy of a current electric bill, plus one of the following current documents must be attached: voter's registration, auto registration, valid Florida Driver's License (or DMV picture ID), each showing the Gadsden County street address as evidence of residence.

(Print Name) (Signature)

(Street Address) (City, State, Zip Code)

(Home Telephone Number)

PART C: NOTARY (Notary Seal)

State of _____ County of _____

Sworn to and subscribed before me this _____ day of _____, 20____,
by _____ and _____,
respectfully, who are personally known by me or produced identification,
_____ and _____.

Notary Signature _____

ATTENTION: Individuals from Part A and Part B **must** appear before you **jointly** with the proper identification.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10c

Date of School Board Meeting: October 27, 2020

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

DIVISION: Elementary & Secondary Education

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

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The State of Florida requires that School Improvement Plans for all public schools be approved by the School Board. The attached School Improvement Plans are for Carter-Parramore Academy, Chattahoochee Elementary School, Gadsden Central Academy, Gadsden County High School, Gadsden Elementary Magnet School, George W. Munroe Elementary School, Greensboro Elementary School, Havana Magnet School, James A. Shanks Middle School, Stewart Street Elementary School and West Gadsden Middle School. These plans are detailed outlines of the objectives and strategies that will be utilized by the schools to increase academic achievement and school improvement.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Tammy McGriff Farlin, Ed.S / Sylvia R. Jackson, Ed.D.  

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

INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

Gadsden County Schools

Carter Parramore Academy



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	14
Positive Culture & Environment	15
Budget to Support Goals	16

Carter Parramore Academy

631 S STEWART ST, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Willie Jackson

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: F (14%) 2016-17: I (%) 2015-16: I (%)
ESSA Status	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Carter-Parramore will provide a learning environment that is safe and conducive for learning to prepare students for college and/or careers.

Provide the school's vision statement

Carter-Parramore Academy will provide a safe and conducive learning environment by combining students potentials with academic and customizing processes for advancement.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Jackson, Willie	Principal	
Henderson, Stacy	Teacher, K-12	
Grant, Myra	Assistant Principal	
Harrell, Frances	Administrative Support	
Gunn, Jeanne	Guidance Counselor	
Simpkins, Alzonetta	Teacher, ESE	
Combs, Eugenia	Instructional Coach	

Demographic Information

Principal start date

Sunday 7/1/2018, Willie Jackson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

15

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities
School Grades History	2018-19: No Grade 2017-18: F (14%) 2016-17: I (%) 2015-16: I (%)
ESSA Status	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	1	7	17	21	6	12	18	16	98
Attendance below 90 percent	0	0	0	0	0	0	2	3	2	3	7	6	6	29
One or more suspensions	0	0	0	0	0	1	5	12	11	3	4	4	2	42
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	6	2	5	18
Course failure in Math	0	0	0	0	0	0	0	0	0	2	2	3	4	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	1	4	13	15	5	8	13	10	69
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	1	5	11	16	4	8	11	9	65

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	1	5	13	15	5	8	13	10	70

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	1	1	0	0	3	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/22/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	2	17	23	18	10	16	11	6	103
Attendance below 90 percent	0	0	0	0	0	1	3	3	4	5	9	3	3	31
One or more suspensions	0	0	0	0	0	0	4	9	6	4	4	2	2	31
Course failure in ELA or Math	0	0	0	0	0	2	10	15	9	3	7	6	6	58
Level 1 on statewide assessment	0	0	0	0	0	2	17	21	17	10	14	11	3	95

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	2	14	18	15	7	8	6	3	73

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	2	14	18	13	3	4	3	2	59
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	2	17	23	18	10	16	11	6	103
Attendance below 90 percent	0	0	0	0	0	1	3	3	4	5	9	3	3	31
One or more suspensions	0	0	0	0	0	0	4	9	6	4	4	2	2	31
Course failure in ELA or Math	0	0	0	0	0	2	10	15	9	3	7	6	6	58
Level 1 on statewide assessment	0	0	0	0	0	2	17	21	17	10	14	11	3	95

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	2	14	18	15	7	8	6	3	73

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	2	14	18	13	3	4	3	2	59
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	50%	61%	0%	47%	60%
ELA Learning Gains	0%	52%	59%	19%	51%	57%
ELA Lowest 25th Percentile	0%	55%	54%	36%	51%	52%
Math Achievement	0%	57%	62%	0%	57%	61%
Math Learning Gains	0%	52%	59%	21%	50%	58%
Math Lowest 25th Percentile	0%	46%	52%	50%	47%	52%
Science Achievement	0%	47%	56%	0%	43%	57%
Social Studies Achievement	0%	72%	78%	0%	70%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019					
	2018					
Cohort Comparison						
05	2019	9%	40%	-31%	56%	-47%
	2018					
Cohort Comparison		9%				
06	2019	0%	33%	-33%	54%	-54%
	2018	0%	31%	-31%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	12%	40%	-28%	52%	-40%
	2018	0%	33%	-33%	51%	-51%
Same Grade Comparison		12%				
Cohort Comparison		12%				
08	2019	0%	33%	-33%	56%	-56%
	2018	0%	34%	-34%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	18%	34%	-16%	55%	-37%
	2018	0%	27%	-27%	53%	-53%
Same Grade Comparison		18%				
Cohort Comparison		18%				
10	2019	0%	25%	-25%	53%	-53%
	2018	0%	30%	-30%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019					
	2018					
Cohort Comparison						
05	2019	0%	49%	-49%	60%	-60%
	2018					
Cohort Comparison		0%				
06	2019	0%	48%	-48%	55%	-55%
	2018	0%	49%	-49%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	6%	52%	-46%	54%	-48%
	2018	0%	40%	-40%	54%	-54%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		6%				
Cohort Comparison		6%				
08	2019	5%	39%	-34%	46%	-41%
	2018	0%	33%	-33%	45%	-45%
Same Grade Comparison		5%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	9%	30%	-21%	53%	-44%
	2018					
Cohort Comparison						
08	2019	0%	5%	-5%	48%	-48%
	2018	0%	7%	-7%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	10%	57%	-47%	67%	-57%
2018	0%	34%	-34%	65%	-65%
Compare		10%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	17%	60%	-43%	71%	-54%
2018	0%	55%	-55%	71%	-71%
Compare		17%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	6%	70%	-64%	70%	-64%
2018	11%	38%	-27%	68%	-57%
Compare		-5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	34%	-34%	61%	-61%
2018	3%	30%	-27%	62%	-59%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		-3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	14%	-14%	57%	-57%
2018	0%	20%	-20%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		27			25						
BLK		20	36		21	50				12	
FRL		18			21					9	

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	170
Total Components for the Federal Index	10
Percent Tested	80%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	15
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	30
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	18
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The math component showed to lowest performance. Math proficiency increased by 7% from the previous year but the proficiency is still below 10%. Teachers' retention and attendance contributed to the low performance.

Based on the ESSA Index, four subgroups missed the target of 41%. SWD and economic disadvantaged subgroups have missed the target for two consecutive years.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

History component showed a decline 5%, which proficiency decline from 11% to 6%. Teachers' attendance contributed to the decline.

Based on the ESSA Index, four subgroups missed the target of 41%. SWD and economic disadvantaged subgroups have missed the target for two consecutive years.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The history component had the greatest gap compared to the state average. Teachers' attendance and quality instruction.

Based on the ESSA Index, four subgroups missed the target of 41%. SWD and economic disadvantaged subgroups have missed the target for two consecutive years.

Which data component showed the most improvement? What new actions did your school take in this area?

The ELA component showed the most improve. Improved by 18%. Vocabulary comprehension strategies and i-Ready implementation.

Based on the ESSA Index, four subgroups missed the target of 41%. SWD and economic disadvantaged subgroups have missed the target for two consecutive years.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Teachers and students attendance are the potential areas with the greatest concerns.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. ELA learning gains
2. Math learning gains
3. Math proficiency
4. ELA proficiency
5. History proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	ELA Learning Gains
Description and Rationale:	CPA is an alternative school and receives a rating based on the two areas of ELA and Math learning gains.
Measureable Outcome:	Improve from 32% to 50% learning gains.
Person responsible for monitoring outcome:	Willie Jackson (jacksonwi@gcpsmail.com)
Evidence-based Strategy:	One hundred minutes of i-Ready per week, vocabulary explosion and participation in the 21st century After School program.
Rationale for Evidence-based Strategy:	Tier II intervention

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus	Math Learning Gains
Description and Rationale:	CPA is an alternative school and receives a rating based on the two areas of ELA and Math learning gains.
Measureable Outcome:	Improve from 30% to 50% learning gains.
Person responsible for monitoring outcome:	Willie Jackson (jacksonwi@gcpsmail.com)
Evidence-based Strategy:	One hundred minutes of i-Ready per week, Acalectics, multiplication facts and participation in 21st century After School program.
Rationale for Evidence-based Strategy:	Tier II Intervention

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Goal: To improve from a "Maintaining" to a "Commendable" school by the end of the 2021 school year.

Success Criteria: We will analyze data from teachers developed weekly assessments, school leaders developed monthly/unit assessments and district baseline, midyear and spring assessments to determine if we are on task to achieve our goals.

Responsible Persons: Teachers for weekly assessments and leadership team for unit and district assessments.

Strategies: One hundred minutes of i-Ready per week, vocabulary explosion, Acalectics and Multiplication Facts. Highly recommended participation in the 21st Century After School Program.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The Parent and Family Engagement Plan (PFEP) outlines how the school will build positive relationships with all stakeholders to fulfill the school's mission and support the needs of students. A copy of the plan is available on the school's website and in the family and community resource room. The plan satisfies the parent engagement section of the SIP.

The PFEP targets include flexible parent meetings and training held at opportune times of the day to engage more parents, build capacity to ensure effective engagement of parents and to support a partnership among all stakeholders to improve student academic achievement.

CPA has built a sustainable business partner program with a local business partner liaison for the purpose of securing partners and developing activities that benefit the students and their achievements. This has allowed local businesses and community partners to connect with the students and school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget			
1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Gadsden County Schools

Chattahoochee Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	22
Budget to Support Goals	23

Chattahoochee Elementary School

335 MAPLE ST, Chattahoochee, FL 32324

www.gadsdenschools.org

Demographics

Principal: Valencia Denson

Start Date for this Principal: 11/26/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: D (37%) 2017-18: B (56%) 2016-17: C (44%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

CES strives to empower students to discover their interests and develop the talents necessary to pursue their goals and dreams.

Provide the school's vision statement

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Denson, Valencia	Principal	<p>Provide instructional leadership and supervision for student achievement.</p> <ul style="list-style-type: none"> * (2) Manage and administer the development, implementation, and assessment of the instructional program at the assigned school. * (3) Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. * (4) Promote high student achievement. * (5) Coordinate program planning with District instructional staff. * (6) Manage the selection of textbooks, materials, and equipment. * (7) Manage and administer the testing program for the school. * (8) Align school initiatives with District, state, and school goals. * (9) Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. * (10) Direct the development of the master schedule and assign teachers according to identified needs. * (11) Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. * (12) Facilitate, monitor, and coordinate the implementation of Exceptional Student Education programs and services. * (13) Provide leadership in the effective use of technology in the classroom. * (14) Supervise the establishment and maintenance of individual professional development plans for each instructional employee. * (15) Interview and select qualified personnel to be recommended for employment. * (16) Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action. * (17) Implement and administer negotiated employee contracts at the school site. * (18) Assign and supervise school personnel to special projects for the enhancement of the school. * (19) Establish job assignments for school-site administrators, teachers, and support personnel. * (20) Develop and administer duty rosters for certificated and non-certificated staff as required. * (21) Manage and administer personnel development through training, inservice and other developmental activities.

Name	Title	Job Duties and Responsibilities
		<p>*(22) Provide training opportunities and feedback to personnel at the assigned school.</p> <p>*(23) Supervise the operation and management of all activities and functions at the assigned school.</p> <p>*(24) Develop positive school / community relations and act as liaison between the school and community.</p> <p>*(25) Access, analyze, interpret, and use data in decision-making.</p> <p>*(26) Establish procedures for an accreditation program and monitor accreditation standards at the assigned school.</p> <p>*(27) Coordinate school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>*(28) Monitor the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>*(29) Supervise the orderly movement and safety of transportation services on school grounds.</p> <p>*(30) Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.</p> <p>*(31) Establish and manage accurate student accounting and attendance procedures at the assigned school.</p> <p>90</p> <p>PRINCIPAL (Continued)</p> <p>©EMCS Board Approval 6-27-2000</p> <p>*(32) Coordinate the school food service program at the assigned school, including the free and reduced food service program requirements.</p> <p>*(33) Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems.</p> <p>*(34) Communicate, through the proper channels, to keep the Superintendent informed of impending problems or events of unusual nature.</p> <p>*(35) Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>*(36) Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>*(37) Supervise the preparation and maintenance of accurate and timely reports and records.</p> <p>*(38) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>*(39) Facilitate a program of family and community</p>

Name	Title	Job Duties and Responsibilities
		<p>involvement.</p> <p>*(40) Supervise the school guidance program and services to ensure that individual student educational and developmental needs are met.</p> <p>*(41) Establish procedures to be used in the event of school crisis and / or civil disobedience and provide leadership in the event of such happenings.</p> <p>*(42) Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>*(43) Manage and supervise the school's athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events.</p> <p>*(44) Maintain visibility and accessibility on the school campus.</p> <p>*(45) Attend school-related activities and events.</p> <p>*(46) Participate in county-wide management meetings and other meetings and activities appropriate for professional development.</p> <p>*(47) Communicate effectively, both orally and in writing, with parents, students, teachers, and the community.</p> <p>*(48) Model effective listening and positive interaction skills.</p> <p>*(49) Maintain and model high standards of professional conduct.</p> <p>*(50) Serve as a member of the Superintendent's District-Wide Leadership Team.</p> <p>*(51) Set high goals and standards for self, others, and organization.</p> <p>*(52) Keep abreast of trends and changes in educational programs and procedures.</p> <p>*(53) Participate in developing the District strategic plan, District school calendar, staffing plan, and manpower plan. Manage and administration</p> <p>*(55) Provide leadership in the school improvement process and the implementation of the school improvement plan.</p> <p>*(56) Establish a vision and mission for the school in collaboration with key stakeholders.</p> <p>*(57) Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>*(58) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>*(59) Access District and community resources to meet school needs.</p> <p>*(60) Anticipate problems and difficult situations and plan appropriately to handle them.</p>

Name	Title	Job Duties and Responsibilities
------	-------	---------------------------------

*(61) Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
 90
 PRINCIPAL (Continued)
 ©EMCS Board Approval 6-27-2000
 *(62) Provide recognition and celebration for staff, student, and school accomplishments.
 *(63) Build teams to accomplish plans, goals, and priorities.
 *(64) Promote and market the school and its priorities.

Nelson, Rena	Instructional Coach	
Chapman-Thomas, Tylisa	Teacher, K-12	
Wiggins, Mellany	Teacher, K-12	
Richardson, Natasha	Guidance Counselor	

Demographic Information

Principal start date

Monday 11/26/2012, Valencia Denson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

16

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5

Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities
School Grades History	2018-19: D (37%) 2017-18: B (56%) 2016-17: C (44%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	28	17	17	20	13	27	0	0	0	0	0	0	0	122
Attendance below 90 percent	8	3	4	4	0	3	0	0	0	0	0	0	0	22
One or more suspensions	4	7	7	6	2	13	0	0	0	0	0	0	0	39
Course failure in ELA	3	1	3	1	0	0	0	0	0	0	0	0	0	8
Course failure in Math	1	1	2	2	1	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	2	4	3	0	0	0	0	0	0	0	0	0	12

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	4	3	1	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	1	1	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 6/9/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	25	27	16	33	14	0	0	0	0	0	0	0	136
Attendance below 90 percent	13	8	4	6	13	1	0	0	0	0	0	0	0	45
One or more suspensions	4	14	11	4	15	4	0	0	0	0	0	0	0	52
Course failure in ELA or Math	2	3	2	2	2	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	5	15	4	0	0	0	0	0	0	0	24

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	8	1	2	6	1	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	1	2	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	4	3	5	2	0	0	0	0	0	0	0	14

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	25	27	16	33	14	0	0	0	0	0	0	0	136
Attendance below 90 percent	13	8	4	6	13	1	0	0	0	0	0	0	0	45
One or more suspensions	4	14	11	4	15	4	0	0	0	0	0	0	0	52
Course failure in ELA or Math	2	3	2	2	2	1	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	5	15	4	0	0	0	0	0	0	0	24

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	8	1	2	6	1	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	1	2	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	4	3	5	2	0	0	0	0	0	0	0	14

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	37%	57%	50%	43%	56%
ELA Learning Gains	42%	57%	58%	76%	81%	55%
ELA Lowest 25th Percentile	64%	66%	53%	0%	66%	48%
Math Achievement	51%	57%	63%	58%	60%	62%
Math Learning Gains	42%	65%	62%	68%	81%	59%
Math Lowest 25th Percentile	23%	44%	51%	0%	53%	47%
Science Achievement	8%	20%	53%	29%	36%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	25%	37%	-12%	58%	-33%
	2018	46%	40%	6%	57%	-11%
Same Grade Comparison		-21%				
Cohort Comparison						
04	2019	24%	41%	-17%	58%	-34%
	2018	56%	38%	18%	56%	0%
Same Grade Comparison		-32%				
Cohort Comparison		-22%				
05	2019	53%	40%	13%	56%	-3%
	2018	63%	33%	30%	55%	8%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	59%	55%	4%	62%	-3%
	2018	51%	56%	-5%	62%	-11%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	42%	50%	-8%	64%	-22%
	2018	56%	49%	7%	62%	-6%
Same Grade Comparison		-14%				
Cohort Comparison		-9%				
05	2019	73%	49%	24%	60%	13%
	2018	75%	48%	27%	61%	14%
Same Grade Comparison		-2%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	14%	30%	-16%	53%	-39%
	2018	31%	30%	1%	55%	-24%
Same Grade Comparison		-17%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	25		27	25						
BLK	29	40	64	54	43	25	8				
FRL	30	45	64	52	43	27	8				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	42			50							
BLK	51	79		56	68		33				
FRL	49	74		58	66		31				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The lowest performing factor is Science. Hands-on learning (lab) was an issue with setting up relevant materials to test our concepts.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Math showed the greatest decline from last year. Students struggled with the basic math concepts (regrouping, multiplying, division, etc.).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Grade 4 ELA has the greatest decline when compared to state average (2019). Students are not performing to their highest potential.

Which data component showed the most improvement? What new actions did your school take in this area?

Grade 5 Math showed the most improvement. We focused more on the targeted and low performing skills.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Suspensions and number of retained students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Reading
2. Science

3. Math
4. Social Emotional Learning
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: During the 2018-2019 school year data, the percent of students scoring at proficiency in ELA decreased from 50% to 28%. This significant decrease demonstrates the need to ensure access to intensive instruction in reading/literacy skills in order to provide a foundation essential to understanding concepts in all core subject areas.

Measureable Outcome: By the end of the 2020-2021 school year, there will be an increase in the number of students scoring at or above Level 3 on the FSA ELA.

Person responsible for monitoring outcome: Valencia Denson (densonv@gcpsmail.com)

Evidence-based Strategy: All teachers will provide instruction that is aligned with the Florida standards and is scaffold to enable the students to solve problems, carry out a tasks, and achieve goals through a gradual release. Teachers will infuse the Accelerated Reader, STAR, and STAR Early Literacy programs into the English Language Arts curriculum to improve fluency, automatic word recognition, and comprehension to increase proficiency in reading.

Rationale for Evidence-based Strategy:

1. Standards-based instruction through scaffold instruction keeps the students focused. Being inherently responsive to each child's needs, scaffolding enables students to maintain engagement and motivation to complete assessment tasks.
2. Generates formative data that is actionable to teachers.
3. Accelerated Reader program is a research based instructional tool that builds fluency and promotes active reading comprehension by providing students with a wide choice of literature and language rich materials to assist students with constructing meaning within and across different types of text forms and genres.

Action Steps to Implement

1. Provide school-level, standards-based professional learning opportunities throughout the school year.
2. Provide opportunities for modeling of effective instructional strategies during grade group meetings, inservices and or faculty meetings.
3. Differentiate lessons to address areas of weaknesses identified through baseline assessments and progressing monitoring.
4. Implement small group instruction, where appropriate, across grade levels and subjects to provide intensive interventions.
5. Provide ongoing professional development in effective instructional strategies for delivering standards-based instruction at all grade levels.
6. Reading Coach will provide strategic modeling to the teachers and provide pullout sessions for the most fragile students.
7. Establish target assessment scores at 70% or above in all core subject areas.
8. Integrate Accelerated Reader into core reading program for 15-25 minutes approximately three times per week to improve fluency, word identification skills, and comprehension.
9. Monitor progress, provide immediate feedback, and share evidence of progress with students.
10. A part-time reading interventionist will work with students to help bridge reading gaps by providing direct instruction in the areas of phonics, phonemic awareness, vocabulary, fluency and comprehension.

Person Responsible Valencia Denson (densonv@gcpsmail.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: During the 2019 FSA school year data, the percent of students making learning gains in math decreased from 68% to 42%. This significant decrease demonstrates the need to ensure access to intensive instruction in math skills that is clear, precise and aligned with Florida standards.

Measureable Outcome: By the end of the 2020-2021 school year, the number of students making learning gains on the FSA Math will show an increase.

Person responsible for monitoring outcome: Valencia Denson (densonv@gcpsmail.com)

Evidence-based Strategy: All teachers will provide instruction that is aligned with the Florida standards and is scaffold to enable the students to solve problems, carry out a tasks, and achieve goals through a gradual release. Utilize current instructional classroom tools, iReady and Acaletics®, to provide opportunities for students to engage in activities focused on developing conceptual understanding of mathematics concepts and operations.

Rationale for Evidence-based Strategy:

1. Standards-based instruction through scaffold instruction keeps the students focused. Being inherently responsive to each child's needs, scaffolding enables students to maintain engagement and motivation to complete assessment tasks.
2. Generates formative data that is actionable to teachers.
3. iReady and Acaletics® are evidenced based instructional programs that promote the students' development of conceptual understanding of numerical operations, strengthens mathematical vocabulary, provides strategies for solving word problems, and reinforces difficult concepts.

Action Steps to Implement

1. Provide school-level, standards-based professional learning opportunities throughout the school year, based on disaggregated student performance data from FSA and district baseline assessments..
2. Provide opportunities for modeling of effective instructional strategies during grade group meetings, inservices and or faculty meetings.
3. Differentiate lessons to address areas of weaknesses identified through baseline assessments and progressing monitoring.
4. Implement small group instruction, where appropriate, across grade levels and subjects to provide intensive interventions.
5. Provide ongoing professional development in effective instructional strategies for delivering standards-based instruction at all grade levels.
6. Embed supplemental instructional programs within core Math curriculum with fidelity to increase math proficiency and frequently monitor fidelity of implementation and student progress
7. Establish target assessment scores at 70% or above in all core subject areas
8. A part-time math interventionist will work with students to help bridge gaps by providing direct instruction in the areas assessed, with specific focus on measurement, data and geometry.

Person Responsible Valencia Denson (densonv@gcpsmail.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: During the 2019 FSA school year data, the percent of students scoring at proficiency in science decreased from 29% to 8%. This significant decrease demonstrates the need to ensure access to intensive instruction in science skills in order to facilitate an understanding of complex concepts

Measureable Outcome: By the end of the 2020-2021 school year, there will be an increase in the number of fifth (5) students scoring at proficiency on the state assessment for science.

Person responsible for monitoring outcome: Valencia Denson (densonv@gcpsmail.com)

Evidence-based Strategy: Teachers will utilize metacognitive strategies to develop students' scientific reasoning and informational processing skills.

Rationale for Evidence-based Strategy: Teaching metacognitive strategies will give students the tools for understanding and constructing scientific meaning from what they are reading.

Action Steps to Implement

- 1/ Teachers will participate in the district-wide science professional learning opportunities throughout the school year.
2. Allow teachers to attend off-site standards-based professional learning activities where effective strategies, methods and instructional techniques are modeled.
3. Establish baseline data to determine the appropriate metacognitive strategy to target explicit and implicit science concepts.
4. Provide students with direct explanations, mental modeling, and an evidence for the effectiveness of the strategy.
5. Provide multi-sensory supported practice (labs) and feedback.
- 6.. Provide meaningful independent practice.
- 7.. Teach for generalization and maintenance.
8. A part-time science interventionist will be used to provide assistance in the class and lab.
9. Ensure students receive standards-based instruction in science

Person Responsible Valencia Denson (densonv@gcpsmail.com)

#4. Other specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	In today's society, it is imperative to be able to acquire and effectively apply knowledge, attitudes and skills necessary to manage emotions, set goals and establish and maintain positive relationships. By providing opportunities for students to develop social-emotional skills, there will be a decrease in the number of students reported in each indicator that serve as warning for future issues which can negatively impact the students academically, socially, emotionally and or mentally.
Measureable Outcome:	By the end of the 2020-2021 school year, there will be a decrease in the number of students reported in each of the EWS Indicator (attendance, behavior and course performance).
Person responsible for monitoring outcome:	Natasha Richardson (richardsonn@gcpsmail.com)
Evidence-based Strategy:	Under the direction of the guidance department, CES will identify and integrate skill instruction and practices that support social-emotional learning within the context of the ELA and social studies curriculum. Free-standing lessons that provide explicit, step by step instructions to teach students social emotional skills will be implemented to teach the five (5) SEL competencies (self-awareness, self-management, social awareness, relationship skills, responsible decision-making).
Rationale for Evidence-based Strategy:	SEL provides a foundation for safe and positive learning and enhances students' ability to success in school and in life. The school plans to build an infrastructure that will support SEL focusing on school culture and climate.

Action Steps to Implement

1. Provide professional development in SEL for the entire school community, including parents.in order to build an infrastructure to support social emotional learning. (CASEL)
2. Administer a social emotional learning inventory to support planning and implementation of SEL.
3. Provide explicit, step by step instructions to teach students and articulate shared values, themes, and essential life habits.
6. Provide counseling to identified students.

Person Responsible Natasha Richardson (richardsonn@gcpsmail.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

There is no other areas of focus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$54,310.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0151 - Chattahoochee Elementary Schl	UniSIG	0.5	\$20,000.00
			<i>Notes: Reading Coach - 50% of salary at \$40,000</i>			
	6400	210-Retirement	0151 - Chattahoochee Elementary Schl	UniSIG	0.0	\$2,000.00
			<i>Notes: retirement @ 10% - 50% of Reading Coach</i>			
	6400	220-Social Security	0151 - Chattahoochee Elementary Schl	UniSIG	0.0	\$1,530.00
			<i>Notes: FICA @ 7.65% - 50% of FICA coach</i>			
	6400	230-Group Insurance	0151 - Chattahoochee Elementary Schl	UniSIG	0.0	\$2,850.00
			<i>Notes: Group Health @ \$5,700 annually prorated at 50%</i>			
	6400	232-Life Insurance	0151 - Chattahoochee Elementary Schl	UniSIG	0.0	\$175.00
			<i>Notes: Life Insurance @ \$350 annually - 50% proration</i>			

	6400	240-Workers Compensation	0151 - Chattahoochee Elementary Schl	UniSIG	0.0	\$600.00
			<i>Notes: Workers Compensation @ 3% - 50% proration</i>			
	6400	130-Other Certified Instructional Personnel	0151 - Chattahoochee Elementary Schl	Title, I Part A	0.5	\$20,000.00
			<i>Notes: Reading Coach - 50% prorated</i>			
	6400	210-Retirement	0151 - Chattahoochee Elementary Schl	Title, I Part A	0.0	\$2,000.00
			<i>Notes: Retirement @ 10% - 50% prorated</i>			
	6400	220-Social Security	0151 - Chattahoochee Elementary Schl	Title, I Part A	0.0	\$1,530.00
			<i>Notes: FICA @ 7.65% - 50% prorated</i>			
	6400	230-Group Insurance	0151 - Chattahoochee Elementary Schl	Title, I Part A	0.0	\$2,850.00
			<i>Notes: Group health @ \$5,700 annually - prorated 50%</i>			
	6400	232-Life Insurance	0151 - Chattahoochee Elementary Schl	Title, I Part A	0.0	\$175.00
			<i>Notes: Life Insurance @ \$350 - prorated 50%</i>			
	6400	240-Workers Compensation	0151 - Chattahoochee Elementary Schl	Title, I Part A	0.0	\$600.00
			<i>Notes: workers compensation @ 3% - prorated 50%</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0151 - Chattahoochee Elementary Schl	UniSIG	0.0	\$2,500.00
			<i>Notes: materials and supplies for classroom science projects and manipulatives including paper, scissors, staplers, staples, glue, posters, binders, colored paper, post its and other classroom math consumables</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$22,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0151 - Chattahoochee Elementary Schl	UniSIG	0.68	\$22,500.00
			<i>Notes: certified part-time science teacher to provide push in and pull out services at \$25 per hour 5 hours per day x 180 days (no benefits)</i>			
4	III.A.	Areas of Focus: Other: Social Emotional Learning				\$3,309.75
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0151 - Chattahoochee Elementary Schl	UniSIG	0.0	\$3,309.75
			<i>Notes: materials and supplies for MTSS and PBIS project activities including 500 CUM folders @ \$1.50 each, parent referral forms @ 500 box of 1,000; teacher/ staff input form @ \$500 box of 1,000; remaining for pens, pencils, and markers</i>			

	Total: \$84,463.75
--	---------------------------

Gadsden County Schools

Gadsden Central Academy



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	14
Positive Culture & Environment	14
Budget to Support Goals	15

Gadsden Central Academy

35 MARTIN LUTHER KING JR BLVD, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Carla Wells

Start Date for this Principal: 9/22/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

1. To transform all learners through positive relationships, academic instruction, and community collaboration for success in a global society.
2. To ensure that students are college and career ready to be productive in society
3. To increase the graduation rate our district of behavioral challenged students in the Exceptional Student Education Department
4. To increase student's exposure to STEM-Science, Technology, Engineering and Mathematics

Provide the school's vision statement

Gadsden Central Academy envisions a society where people live and thrive in communities that promote and support emotional behavioral health and wellness to assist students in becoming graduates and independent productive citizens.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Wells, Carla	Assistant Principal	As the school leader, I am the face of Gadsden Central Academy. I lead the teachers and staff, set goals and ensure students meet their learning objectives. Additionally, I oversee the day-to-day operations,, handle disciplinary matters and other personnel matters.

Demographic Information

Principal start date

Tuesday 9/22/2020, Carla Wells

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

5

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	

Early Warning Systems**Current Year**

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	1	1	2	1	2	4	5	5	5	26
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	1	2	1	2	4	5	5	5	26

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/22/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	2	1	3	3	3	1	6	5	5	2	31
Attendance below 90 percent	0	0	0	1	0	0	0	0	0	0	1	0	1	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	3	3	3	1	5	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	1	0	2	3	0	0	2	3	2	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	1	0	0	1	0	0	1	0	0	3

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	2	1	3	3	3	1	6	5	5	2	31
Attendance below 90 percent	0	0	0	1	0	0	0	0	0	0	1	0	1	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	1	3	3	3	1	5	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	1	0	2	3	0	0	2	3	2	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	1	0	0	1	0	0	1	0	0	3

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	50%	61%	0%	47%	60%
ELA Learning Gains	0%	52%	59%	0%	51%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	51%	52%
Math Achievement	0%	57%	62%	0%	57%	61%
Math Learning Gains	0%	52%	59%	0%	50%	58%
Math Lowest 25th Percentile	0%	46%	52%	0%	47%	52%
Science Achievement	0%	47%	56%	0%	43%	57%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	0%	72%	78%	0%	70%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	37%	-37%	58%	-58%
	2018	0%	40%	-40%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	41%	-41%	58%	-58%
	2018	0%	38%	-38%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	33%	-33%	54%	-54%
	2018	0%	31%	-31%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	40%	-40%	52%	-52%
	2018	0%	33%	-33%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	33%	-33%	56%	-56%
	2018	0%	34%	-34%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	34%	-34%	55%	-55%
	2018	0%	27%	-27%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	25%	-25%	53%	-53%
	2018	0%	30%	-30%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018	0%	56%	-56%	62%	-62%
Cohort Comparison						
04	2019	0%	50%	-50%	64%	-64%
	2018	0%	49%	-49%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	48%	-48%	55%	-55%
	2018	0%	49%	-49%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	52%	-52%	54%	-54%
	2018	0%	40%	-40%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	39%	-39%	46%	-46%
	2018	0%	33%	-33%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	0%	5%	-5%	48%	-48%
	2018	0%	7%	-7%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	34%	-34%	65%	-65%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	55%	-55%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	38%	-38%	68%	-68%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	34%	-34%	61%	-61%
2018	0%	30%	-30%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	14%	-14%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	6
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	17

ESSA Federal Index	
Total Components for the Federal Index	3
Percent Tested	74%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	10
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

N/A

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

N/A

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

N/A

Which data component showed the most improvement? What new actions did your school take in this area?

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Learning Gains
2. Math Learning Gains
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA Learning Gains

Measureable Outcome:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Math learning gains.

Measureable Outcome:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Goal: To improve from a Needs improvement to a "Maintaining" school by the end of the 2020-2021 school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

1. Gadsden Central's Parent and Family Engagement Plan (PFEP) outlines how the school will build positive relationships with all stakeholders to fulfill the school's mission and support the needs of students. This plan satisfies the parent engagement section of the SIP.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			9106 - Gadsden Central Academy			\$0.00
			<i>Notes: No funds are related to this school.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
					Total:	\$0.00

Gadsden County Schools

Gadsden County High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	17
Budget to Support Goals	18

Gadsden County High School

27001 BLUE STAR HWY, Havana, FL 32333

www.gadsdenschools.org

Demographics

Principal: Pamela Jones

Start Date for this Principal: 7/2/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: D (38%) 2017-18: C (42%) 2016-17: D (32%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Gadsden County High School will provide all students with a safe and nurturing learning environment. We will teach a curriculum that is rich and rigorous and that respects diversity in students' learning styles. We have one guiding principle: Preparing students for college and/or careers. We strive for our students to prepare themselves to be self-sufficient adults.

Provide the school's vision statement

We want all learners to believe in their power to embrace 21st Century learning, to excel, and to own their future.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Jones, Pamela	Principal	
Lightfoot, Tomeka	Other	
Johnson, Gregory	Teacher, K-12	
Black, O'Hara	Dean	
Thomas, Linda	Teacher, ESE	
Scott, Tawanda	Assistant Principal	
Smith, Edrick	Other	
Shaffer, Deborah	Assistant Principal	
Key, Elijah	Assistant Principal	
Toussaint, Eric	Teacher, Career/Technical	
Kenon, Aayana	Teacher, K-12	
Galloway, Tiresia	Instructional Coach	
Robinson, Calvin	Other	District Math Specialist
Solz, Brooke	Other	District Reading Specialist
Rodier, Christopher	Teacher, K-12	
Robinson, Dominga	Teacher, K-12	
Dama, Krintha	Teacher, K-12	

Demographic Information

Principal start date

Monday 7/2/2018, Pamela Jones

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

54

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities
School Grades History	2018-19: D (38%) 2017-18: C (42%) 2016-17: D (32%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	TIER 1

ESSA Status
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	275	237	239	230	981
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	32	30	27	24	113
One or more suspensions	0	0	0	0	0	0	0	0	0	72	74	57	47	250
Course failure in ELA	0	0	0	0	0	0	0	0	0	24	45	13	26	108
Course failure in Math	0	0	0	0	0	0	0	0	0	42	29	30	4	105
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	43	40	59	142
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	44	78	96	218

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	6	8	3	15	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/15/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	305	266	259	261	1091
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	9	18	2	4	33	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	145	118	86	352	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	41	31	12	10	94	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	144	224	45	1	414	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	0	0	29	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	305	266	259	261	1091
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	9	18	2	4	33	
One or more suspensions	0	0	0	0	0	0	0	0	0	3	145	118	86	352	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	41	31	12	10	94	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	144	224	45	1	414	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	1	0	0	29	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	25%	25%	56%	29%	29%	56%
ELA Learning Gains	38%	38%	51%	43%	43%	53%
ELA Lowest 25th Percentile	36%	36%	42%	50%	50%	44%
Math Achievement	16%	16%	51%	25%	25%	51%
Math Learning Gains	18%	18%	48%	31%	31%	48%
Math Lowest 25th Percentile	28%	28%	45%	49%	49%	45%
Science Achievement	21%	21%	68%	40%	40%	67%
Social Studies Achievement	77%	77%	73%	47%	47%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	27%	34%	-7%	55%	-28%
	2018	26%	27%	-1%	53%	-27%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	21%	25%	-4%	53%	-32%
	2018	29%	30%	-1%	53%	-24%
Same Grade Comparison		-8%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	22%	57%	-35%	67%	-45%
2018	35%	34%	1%	65%	-30%
Compare		-13%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	88%	70%	18%	70%	18%
2018	43%	38%	5%	68%	-25%
Compare		45%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	19%	34%	-15%	61%	-42%
2018	12%	30%	-18%	62%	-50%
Compare		7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	14%	-3%	57%	-46%
2018	22%	20%	2%	56%	-34%
Compare		-11%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	29	29	20	21	18				82	33
ELL		16	21	15							
BLK	24	38	39	11	13	28	19	76		76	40
HSP	25	36	23	26	28		27	73		75	62
FRL	25	37	36	15	19	31	19	75		75	48

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	33	41	36	36	29	36	43		78	6
ELL	9	43	45							40	
BLK	27	41	47	23	28	46	34	45		64	38
HSP	31	49	56	29	33	45	58	42		56	50
WHT	42	50									
FRL	27	42	49	21	29	49	34	43		59	40

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	23
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Geometry showed the lowest performance in the year of 2019 with only 11% of students at a proficient level. We were 46% below the state's rating of 57%. One contributing factor has been the turnover rate in the math department and not having any highly effective teachers in that area to teach struggling students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Biology showed the greatest decline from the previous year. In 2018, we were rated 35% proficiency, but in 2019, we were at 22% proficiency. That is a 13% decrease placing us 45% lower than the state's average. The greatest contributing factor is that in 2018, we had a support interventionist to work with the Biology students and did not have one in 2019.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Geometry had the greatest gap of 11% when compared to the state's average at 57% in 2019. That is a 46% difference. Math as a whole has been a struggling for years at our school because of the turnover rate in the department. In addition, math teachers explicitly teaching the standards has also been an issue.

Which data component showed the most improvement? What new actions did your school take in this area?

US History has shown the most improvement of 88% proficiency. That was an increase of 45% from the previous year. The state's average was 70% in 2019. The same teacher was retained in that area and he explicitly taught students assessed standards.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One areas of concern is with my ELL group. Our federal index is 23% when it comes to educating the ELL students. The year of 2019 was a consecutive year of the students performing below 32%. Another area of concern is with the Students with Disabilities. They are performing at 32%, 9% less than the 41% acceptable federal index.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Improve Geometry EOC scores
2. Improve Biology I EOC scores
3. Increase performance for ELL students
4. Increase performance for ESE students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of****Focus****Description and****Rationale:**

We were below state average on the FSA/ELA with proficiency. Our plan is to increase proficiency for the 2019-2020 school term.

Measurable Outcome:

The school plans to improve ELA proficiency by 5%.

Person responsible for monitoring outcome:

Tawanda Scott (scottt@gcpsmail.com)

Evidence-based Strategy:

Achieve 3000 is one of the evidence-based tools that we will be using. Achieve 3000 will be utilized by the Intensive Reading instructors and they will follow the pacing guide and curriculum map created by the District Reading Specialist. ELA Teachers will use CommonLit as an evidence-based strategy. They too will use the pacing guide and curriculum maps developed. Teachers, as well as the Reading Coach, will provide constant monitoring of the evidenced-based strategy.

We will also use Star Reading and Write Score for Writing as evidence-based strategies. These programs will help with monitoring progress of ELA students.

In addition, have the 21st Century after school program, tutoring, and highly qualified teachers to teach ELA students.

Rationale for Evidence-based Strategy:

Students need much more practice with ELA standards, comprehension, writing, and other strands that make up ELA FSA test scores, especially those students who are at the lowest 25%.

Action Steps to Implement

1. Establish a baseline.
2. Identify the lowest quartile of students.
3. Identify specific learning needs of all students.
4. The Reading Coach will work with teachers to assist with small groups of students.
5. We will progress monitor and address strategies as necessary to meet goals.

Person Responsible

Tireshia Galloway (gallowaytireeshia@gcpsmail.com)

#2. Instructional Practice specifically relating to Math

Area of Focus We will improve Algebra I proficiency.
Description and Rationale: Algebra I is needed to graduate and many students come unprepared for the rigor of Algebra I. Algebra I scores on the EOC are below the state's average.

Measureable Outcome: Improve Algebra I scores by 5%.

Person responsible for monitoring outcome: Pamela Jones (jonesp@gcpsmail.com)

Evidence-based Strategy: Small group instruction based on the needs of students as determined by data from progress monitoring. Students will be progressed monitored using STAR Math. In addition, Math Nation will be used during small group instruction to assist with explicit teaching. Math Interventionists are needed to assist struggling students.

Rationale for Evidence-based Strategy: Small groups will be utilized because it is necessary for student improvement. Evidence will be collected from test data of targeted students, such as: STAR Math, Math Nation, and teacher made assessments. Math interventionists can help students with comprehension during instruction.

Action Steps to Implement

1. Identify and administer baseline.
2. Identify students with math deficiencies.
3. Provide math teachers with modeling and individualized student assistance.
4. Provide monthly data review.
5. Progress monitor and revise strategies as necessary.

Person Responsible Calvin Robinson (robinsonc@gcpsmail.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: We will improve Science EOC performance. Biology is below the states' average.

Measureable Outcome: We will improve Biology EOC scores by 5%.

Person responsible for monitoring outcome: Pamela Jones (jonesp@gcpsmail.com)

Evidence-based Strategy: We will provide a science interventionist to assist Biology students.

Rationale for Evidence-based Strategy: The science interventionist will provide tutoring and mentoring to students in order to increase their achievement on the Biology EOC.

Action Steps to Implement

1. Identify and establish baseline.
2. Identify students in need of assistance.
3. Contract with interventionist.
4. Provide tutoring.
5. Progress monitoring.

Person Responsible Deborah Shaffer (shafferd@gcpsmail.com)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: We will address mental health. Student behavior incidents and out-of-school suspensions are higher than the state's average and distract students from reaching academic performance.

Measureable Outcome: We will reduce out-of-school suspensions and behavior incidents by 3%.

Person responsible for monitoring outcome: Pamela Jones (jonesp@gcpsmail.com)

Evidence-based Strategy: We will provide a character education program to address behavioral issues. In addition, we will implement the five-hour mental health requirement through our social studies department.

Rationale for Evidence-based Strategy: We will build stronger relationships that will assist students in staying in school and achieving higher performance academically.

Action Steps to Implement

1. Develop curriculum to utilize for character education and mental health awareness.
2. Identify students most in need of intervention.
3. Provide appropriate interventions and programs to assist students.
4. Schedule resources to provide on-going support for character education and mental health awareness.
5. Progress monitor and evaluate programs.

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale: We will improve graduation rate. The graduation rate is below state average.

Measureable Outcome: We will improve graduation rate by 4%.

Person responsible for monitoring outcome: Pamela Jones (jonesp@gcpsmail.com)

Evidence-based Strategy: We will utilize ACT/SAT Prep and the Graduation Coach as evidence-based strategies.

Rationale for Evidence-based Strategy: Most students have maintained the required 2.0 GPA, met online requirement, have taken and passed all required coursework, but have not passed the FSA ELA Reading and Algebra I EOC.

Action Steps to Implement

1. Identify students who are at-risk of not graduating.
2. Select interventions and staff to accommodate student needs.
3. Provide ACT/SAT practice via the English III and English IV teachers.
4. Provide out-side tutors and mentors to assist students with ACT/SAT preparation.
5. Progress monitor and re-evaluate throughout the school year.

Person Responsible: Tomeka Lightfoot (lightfoott@gcpsmail.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The remaining schoolwide improvements priorities will be addressed in the following manner:

Because our Areas of Focus already addresses how we will improve Math and Science, our priorities will be to target speical groups such as ELL and SWD students who fall below the Federal Index of 41%.

The Leadership Team will monitor data and track the progress of these two subgroups of students. In addition, students will be provided resources tailored to their specific adademic needs. Intensive Reading, Learning Strategies, ESE Paraprofessionals, as well as a Bi-Lingual Paraprofessional will assist these subgroups.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Gadsden County High School has adopted the brand of Everyone Excelling Everyday (E3): Now the hard work continues!!! This is a message that is recited each morning and afternoon via the school intercom to all staff, students, and all visitors on campus. The message is an expectation from school administration to all stakeholders. Each Wednesday - Excelling Wednesdays, we continue the message by recognizing students and staff who demonstrates excellence on a continuous basis. The school's culture has also been enhanced through our student programs like SGA, Key Club, FFA, FBLA, and SBI to name a few. In addition, student-founded clubs like Breaking Down Barriers, the Hispanic Club, and athletic programs have also provide diversity among the student population, families, and community stakeholders.

Gadsden County High School provides various meetings throughout the school year to engage stakeholders. We begin with grade level orientations during preplanning week to give parents and students the opportunity to meet faculty and staff. The next meeting we host is the Title I meeting that allows us to share pertinent information regarding the school's Title I status. School Advisory Council (SAC) meetings are conducted quarterly with community stakeholders. Parent Expos are held after each nine-weeks to share the progress of students with families.

Our objective and overall goal is to continue to partner with businesses by building a stronger relationship throughout Gadsden County.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: ELA				\$90,522.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
<i>Notes: Reading Coach</i>						
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$4,500.00

			<i>Notes: retirement @ 10%</i>			
6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,442.50	
			<i>Notes: FICA @ 7.65%</i>			
6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00	
			<i>Notes: group health insurance @ \$5,700 annually</i>			
6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$350.00	
			<i>Notes: Life Insurance @ \$350</i>			
6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$1,350.00	
			<i>Notes: Workers Compensation @ 3%</i>			
5100	150-Aides	0051 - Gadsden County High School	UniSIG	1.0	\$20,000.00	
			<i>Notes: 1 ELA paraprofessional for assisting small groups to improve literacy skills</i>			
5100	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$2,000.00	
			<i>Notes: retirement @ 10% for para</i>			
5100	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$1,530.00	
			<i>Notes: FICA @ 7.65% for para</i>			
5100	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00	
			<i>Notes: group health @ \$5,700 annually for para</i>			
5100	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$350.00	
			<i>Notes: life insurance @ \$350 annually for para</i>			
5100	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$600.00	
			<i>Notes: workers compensation @ 3% for para</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$71,907.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$55,000.00
			<i>Notes: Math Specialist</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$5,000.00
			<i>Notes: retirement @ 10%</i>			
	6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$4,207.50

			<i>Notes: FICA @ 7.65%</i>			
	6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00
			<i>Notes: Group Health @ \$5,700 annually</i>			
	6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$350.00
			<i>Notes: Life Insurance @ \$350 annually</i>			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$1,650.00
			<i>Notes: workers compensation @ 3%</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$60,342.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00
			<i>Notes: Science Coach</i>			
	6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$4,500.00
			<i>Notes: Retirement @ 10%</i>			
	6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,442.50
			<i>Notes: FICA @ 7.65%</i>			
	6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00
			<i>Notes: Group Health @ \$5,700 annually</i>			
	6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$350.00
			<i>Notes: Life insurance @ \$350 annually</i>			
	6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$1,350.00
			<i>Notes: Workers compensation @ 3%</i>			
4	III.A.	Areas of Focus: Culture & Environment: Discipline				\$2,089.01
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	0051 - Gadsden County High School	UniSIG	0.0	\$2,089.01
			<i>Notes: materials and supplies for PBIS consumable workbooks</i>			
5	III.A.	Areas of Focus: Instructional Practice: Graduation				\$60,342.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	0051 - Gadsden County High School	UniSIG	1.0	\$45,000.00

			<i>Notes: Graduation Coach</i>			
6400	210-Retirement	0051 - Gadsden County High School	UniSIG	0.0	\$4,500.00	
			<i>Notes: retirement @ 10%</i>			
6400	220-Social Security	0051 - Gadsden County High School	UniSIG	0.0	\$3,442.50	
			<i>Notes: FICA @ 7.65%</i>			
6400	230-Group Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$5,700.00	
			<i>Notes: Group Health Insurance @ \$5,700</i>			
6400	232-Life Insurance	0051 - Gadsden County High School	UniSIG	0.0	\$350.00	
			<i>Notes: Life Insurance @ \$350 annually</i>			
6400	240-Workers Compensation	0051 - Gadsden County High School	UniSIG	0.0	\$1,350.00	
			<i>Notes: workers compensation @ 3%</i>			
Total:					\$294,666.25	

Gadsden County Schools

Gadsden Elementary Magnet School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	15
Positive Culture & Environment	15
Budget to Support Goals	16

Gadsden Elementary Magnet School

500 W KING ST, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Allysun Davis

Start Date for this Principal: 10/2/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: A (71%) 2017-18: A (73%) 2016-17: A (73%) 2015-16: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

It is the mission of the faculty and staff of Gadsden Elementary Magnet School to provide all children with a challenging, high-quality educational experience

Provide the school's vision statement

To achieve our vision, we will create a rich multicultural environment for learning by designing an integrated curriculum with strong science, fine arts, and social studies components

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
------	-------	---------------------------------

Davis, Allysun	Principal	<ul style="list-style-type: none"> - Provide strategic direction for the staff - Develop standardized curricula - Assess teaching methods - Monitor student achievement - Encourage parent involvement - Revise policies and procedures
----------------	-----------	---

Porter, LaTasha	Teacher, K-12	<ul style="list-style-type: none"> - Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning - Develop schemes of work, lesson plans and tests that are in accordance with established procedures - Instruct and monitor students - Use relevant technology to support and differentiate instruction - Encourage and monitor the progress of individual students and use information to adjust teaching strategies - Maintain accurate and complete records of students' progress and development
-----------------	---------------	--

Lewis, Jari	Administrative Support	<ul style="list-style-type: none"> - Plan, prepare and deliver lesson plans and instructional materials that facilitate active learning - Develop schemes of work, lesson plans and tests that are in accordance with established procedures - Instruct and monitor students - Use relevant technology to support and differentiate instruction - Encourage and monitor the progress of individual students and use information to adjust teaching strategies - Maintain accurate and complete records of students' progress and development
-------------	------------------------	--

Byrd, Lakysa	Other	<p>As the School Psychologist, Ms. Byrd is responsible for the following:</p> <ul style="list-style-type: none"> - Listen to concerns about academic, emotional or social problems - Help students process their problems and plan goals and action - Promote positive behaviors - Meet with parents and teachers to discuss learning, behavioral, familial and social problems - Counsel parents on topics like substance abuse and communication - Study and implement behavioral management techniques
--------------	-------	---

Demographic Information

Principal start date
 Thursday 10/2/2014, Allysun Davis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

14

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students
School Grades History	2018-19: A (71%) 2017-18: A (73%) 2016-17: A (73%) 2015-16: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/28/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	16	14	17	15	17	17	14	20	17	0	0	0	0	147
Attendance below 90 percent	1	0	0	0	0	0	0	0	1	0	0	0	0	2
One or more suspensions	2	0	1	0	3	0	2	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	3	0	0	0	1	0	0	0	0	4

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	16	14	17	15	17	17	14	20	17	0	0	0	0	147
Attendance below 90 percent	1	0	0	0	0	0	0	0	1	0	0	0	0	2
One or more suspensions	2	0	1	0	3	0	2	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	3	0	0	0	1	0	0	0	0	4

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	80%	50%	61%	86%	47%	60%
ELA Learning Gains	52%	52%	59%	62%	51%	57%
ELA Lowest 25th Percentile	57%	55%	54%	70%	51%	52%
Math Achievement	81%	57%	62%	91%	57%	61%
Math Learning Gains	52%	52%	59%	65%	50%	58%
Math Lowest 25th Percentile	45%	46%	52%	56%	47%	52%
Science Achievement	78%	47%	56%	70%	43%	57%
Social Studies Achievement	100%	72%	78%	83%	70%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	93%	37%	56%	58%	35%
	2018	88%	40%	48%	57%	31%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	67%	41%	26%	58%	9%
	2018	87%	38%	49%	56%	31%
Same Grade Comparison		-20%				
Cohort Comparison		-21%				
05	2019	88%	40%	48%	56%	32%
	2018	83%	33%	50%	55%	28%
Same Grade Comparison		5%				
Cohort Comparison		1%				
06	2019	71%	33%	38%	54%	17%
	2018	100%	31%	69%	52%	48%
Same Grade Comparison		-29%				
Cohort Comparison		-12%				
07	2019	100%	40%	60%	52%	48%
	2018	76%	33%	43%	51%	25%
Same Grade Comparison		24%				
Cohort Comparison		0%				
08	2019	59%	33%	26%	56%	3%
	2018	0%	34%	-34%	58%	-58%
Same Grade Comparison		59%				
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	100%	55%	45%	62%	38%
	2018	94%	56%	38%	62%	32%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	72%	50%	22%	64%	8%
	2018	93%	49%	44%	62%	31%
Same Grade Comparison		-21%				
Cohort Comparison		-22%				
05	2019	88%	49%	39%	60%	28%
	2018	100%	48%	52%	61%	39%
Same Grade Comparison		-12%				
Cohort Comparison		-5%				
06	2019	79%	48%	31%	55%	24%
	2018	100%	49%	51%	52%	48%
Same Grade Comparison		-21%				
Cohort Comparison		-21%				
07	2019	95%	52%	43%	54%	41%
	2018	82%	40%	42%	54%	28%
Same Grade Comparison		13%				
Cohort Comparison		-5%				
08	2019					
	2018					
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	30%	35%	53%	12%
	2018	50%	30%	20%	55%	-5%
Same Grade Comparison		15%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-50%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	57%	37%	67%	27%
2018	0%	34%	-34%	65%	-65%
Compare		94%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	71%	29%
2018	88%	55%	33%	71%	17%
Compare		12%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	34%	19%	61%	-8%
2018	0%	30%	-30%	62%	-62%
Compare		53%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	20%	-20%	56%	-56%

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	77	45	50	77	48	36	80	100	93		
HSP	86	68		90	58						
FRL	79	53	58	79	52	47	79	100	93		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	83	60	65	90	65	58	67	81			
HSP	94	77		94	77						
FRL	88	65	73	95	61		75				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index - All Students	71
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	639
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	71
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Data analysis of the 2019 FSA math results show that 45% of the lowest 25th percentile made learning gains in math. Although our overall math performance was 81%, many students who scored at levels 4 and 5 in 2018, did not maintain those accelerated levels in 2019. This resulted in a decrease in the number of students making learning gains in 2019.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The greatest decline in student performance, as indicated by the 2019 assessment results, is the number of students in the lowest 25th percentile in mathematics.

Assessment results indicate that 13% of the tested population failed to maintain or exceed their prior year scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Assessment results indicate large gaps in the performance of Gadsden Elementary Magnet School and the state in two areas; Social Studies and Science. In both areas, Gadsden Elem. Magnet's performance exceeded the results of the state by 22 points.

Which data component showed the most improvement? What new actions did your school take in this area?

When comparing the assessment results from 2018 to 2019, results show the largest percentage of improvement occurred in Social Studies with a 17% gain in the number of students scoring at or above Level 3 on the Civic EOC exam.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the EWS data, we will work to (1) reduce the number of students with more than one data point in the EWS, (2) reduce the number of students scoring Level 1 and (3) reduce the number of suspensions.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increasing the number of students making learning gains in Reading
2. Increasing the number of students making learning gains in Math
3. Maintaining proficiency levels of students moving from 3rd to 4th grade
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Although our EWS report shows less than five students scoring Level 1 on the 2019 Reading FSA, our goal is to reduce this number to 0. In an effort to ensure this takes place, student data will be analyzed weekly to provide support in weak areas and enrichment in areas of strength. Students will also be referred to the school's Resource teacher for added support.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Creating and maintaining a positive school environment is an essential component of the school program. Teachers and staff regularly compliment students for making good choices and for exhibiting leadership skills. Students are encouraged to bring innovative ideas to the administration, their teachers, or the the Student Council.

GEMS regularly highlights student achievements by:

- placing names on the school's marquee
- featuring individual and groups of students on the school's webpage
- using Skylert to inform parents of the great things that are happening at school
- teachers will host virtual celebrations to include remote learners
- Teachers & parents will be recognized each month

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget	
Total:	\$0.00

Gadsden County Schools

George W. Munroe Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	13
Positive Culture & Environment	13
Budget to Support Goals	14

George W. Munroe Elementary School

1850 W KING ST, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Ronald Peterson

Start Date for this Principal: 10/7/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: B (60%) 2017-18: A (69%) 2016-17: F (25%) 2015-16: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of George W. Munroe Elementary: "To provide a high quality educational program that develops the whole child by implementing a rigorous standards based curriculum along with a TEAM approach.

Provide the school's vision statement

With having expectations of excellence from all stakeholders, George W. Munroe Elementary will "Embrace the Vision" by accepting all as they are, only to help build and cultivate them to their full potential.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Peterson, Ronald	Principal	The role of a principal is to provide strategic direction in the school system. The Principal's responsibilities include but are not limited to the following: develops the master schedule, progress monitors the curriculum and student achievement, encourage parental involvement, revise policies and procedures, administer the budget, hire employees, evaluate staff, and oversee facilities.
Frazier-Lee, LaRonda	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.
Rollinson, Latonya	Instructional Coach	To assist teachers at the school level, for modeling of best practices/lessons, to assist with implementing grant and/or K-12 Comprehensive Reading Plan requirements, and to provide staff development and resources to reading teachers.
Bailey, Deborah	Guidance Counselor	To provide students with educational, personal and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential.

Demographic Information

Principal start date

Wednesday 10/7/2020, Ronald Peterson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

33

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities
School Grades History	2018-19: B (60%) 2017-18: A (69%) 2016-17: F (25%) 2015-16: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	N/A
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	87	86	91	83	0	0	0	0	0	0	0	0	0	347
Attendance below 90 percent	30	32	27	23	0	0	0	0	0	0	0	0	0	112
One or more suspensions	0	2	2	1	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	7	11	7	9	0	0	0	0	0	0	0	0	0	34
Course failure in Math	9	9	5	8	0	0	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	16	22	21	17	0	0	0	0	0	0	0	0	0	76

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	7	0	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	4	18	0	0	0	0	0	0	0	0	0	22

Date this data was collected or last updated

Wednesday 10/7/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	109	98	96	0	0	0	0	0	0	0	0	0	395
Attendance below 90 percent	2	2	2	2	0	0	0	0	0	0	0	0	0	8
One or more suspensions	3	6	8	3	0	0	0	0	0	0	0	0	0	20
Course failure in ELA or Math	17	48	56	32	0	0	0	0	0	0	0	0	0	153
Level 1 on statewide assessment	0	0	0	37	0	0	0	0	0	0	0	0	0	37

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	0	0	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	10	8	18	0	0	0	0	0	0	0	0	0	42
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	92	109	98	96	0	0	0	0	0	0	0	0	0	395
Attendance below 90 percent	2	2	2	2	0	0	0	0	0	0	0	0	0	8
One or more suspensions	3	6	8	3	0	0	0	0	0	0	0	0	0	20
Course failure in ELA or Math	17	48	56	32	0	0	0	0	0	0	0	0	0	153
Level 1 on statewide assessment	0	0	0	37	0	0	0	0	0	0	0	0	0	37

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	1	0	0	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	11	7	9	0	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	18	0	0	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	37%	37%	57%	34%	43%	56%
ELA Learning Gains	74%	57%	58%	93%	81%	55%
ELA Lowest 25th Percentile	0%	66%	53%	0%	66%	48%
Math Achievement	44%	57%	63%	47%	60%	62%
Math Learning Gains	84%	65%	62%	100%	81%	59%
Math Lowest 25th Percentile	0%	44%	51%	0%	53%	47%
Science Achievement	0%	20%	53%	0%	36%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	K	1	2	3	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	32%	37%	-5%	58%	-26%
	2018	31%	40%	-9%	57%	-26%
Same Grade Comparison		1%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	55%	-14%	62%	-21%
	2018	46%	56%	-10%	62%	-16%
Same Grade Comparison		-5%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30			35							
ELL	37			64							
BLK	36	73		34	91						
HSP	41			61							
FRL	39	71		44	86						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15			23							
ELL	43			57							
BLK	29			45							
HSP	44			56							
FRL	34	93		47	100						

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	306
Total Components for the Federal Index	5
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Data is incomplete for the 2019-2020 school year due to Covid-19. Students did not return from Spring Break, and we were unable to get test students at the end of the school year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Data is incomplete for the 2019-2020 school year due to Covid-19. Students did not return from Spring Break, and we were unable to get test students at the end of the school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Data is incomplete for the 2019-2020 school year due to Covid-19. Students did not return from Spring Break, and we were unable to get test students at the end of the school year.

Which data component showed the most improvement? What new actions did your school take in this area?

Data is incomplete for the 2019-2020 school year due to Covid-19. Students did not return from Spring Break, and we were unable to get test students at the end of the school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Data is incomplete for the 2019-2020 school year due to Covid-19. Students did not return from Spring Break, and we were unable to get test students at the end of the school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

- 1.
- 2.
- 3.

- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

No activities were entered for this section.

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

By the end of the 2020-2021 school year, increase the ELA reading proficiency from 37% to 50%.

By the end of the 2020-2021 school year, 100% of the target students will show an increase in learning gains in both reading and mathematics.

By the end of the 2020-2021 school year, there will be an increase in the number of students scoring at Level 3 in math.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

In order to increase parental involvement for 2018-19 school year, our school is committed to fostering and sustaining healthy relationships between families and school by creating a learning community that is respectful, reciprocal, relevant, responsive and reliable. We will accomplish this target by:

- Making it possible for all parents to be involved in their child's schooling by holding meetings that accommodate working parents as well as those parents whose primary language is not English. A translator will be provided to parents that are non English speaking.
- Involving parents in the decision making process by soliciting their involvement in the PTO and School Advisory Committee.
- Providing various training sessions and meetings in the language the parents can understand.
- Ensuring that all parents understand and have equal access to information regarding policies, procedures, rules, rights, and notices by having them printed in both English and Spanish.
- Improve and increase communication between teachers and parents.
- Provide programs and resources that strengthen parenting skills and help parents to provide better educational assistance to their

children. • Notifying parents of reading levels and providing them with the information to help improve independent reading. • Soliciting parent's input through a reflection of their experiences when working with the students to complete assignments.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget	
Total:	\$0.00

Gadsden County Schools

Greensboro Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	12
Positive Culture & Environment	14
Budget to Support Goals	14

Greensboro Elementary School

559 GREENSBORO HWY, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Stephen Pitts

Start Date for this Principal: 7/1/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: B (55%) 2017-18: A (77%) 2016-17: C (49%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of the Greensboro Elementary School, is to foster a love of learning in an innovative, cooperative climate using research based programs and educational best practices.

Provide the school's vision statement

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Akins, Zola	Assistant Principal	
Pitts, Stephen	Principal	
Weeks, Dawn	Instructional Media	
Joseph, Sandra	Teacher, K-12	
Bates-Jackson, Erica	Teacher, K-12	
Castenada, Gloria	Teacher, K-12	
Murphy, Sallie	Teacher, K-12	

Demographic Information

Principal start date

Thursday 7/1/2010, Stephen Pitts

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

21

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students
School Grades History	2018-19: B (55%) 2017-18: A (77%) 2016-17: C (49%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	59	57	70	53	0	0	0	0	0	0	0	0	0	239
Attendance below 90 percent	10	8	5	3	0	0	0	0	0	0	0	0	0	26
One or more suspensions	2	0	3	2	0	0	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	7	0	0	0	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	2	5	0	0	0	0	0	0	0	0	0	0	9

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	5	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 6/17/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	56	61	68	0	0	0	0	0	0	0	0	0	235
Attendance below 90 percent	11	7	5	6	0	0	0	0	0	0	0	0	0	29
One or more suspensions	0	2	4	2	0	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	0	0	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	50	56	61	68	0	0	0	0	0	0	0	0	0	235
Attendance below 90 percent	11	7	5	6	0	0	0	0	0	0	0	0	0	29
One or more suspensions	0	2	4	2	0	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	0	0	0	0	0	0	0	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	40%	37%	57%	44%	43%	56%
ELA Learning Gains	0%	57%	58%	95%	81%	55%
ELA Lowest 25th Percentile	0%	66%	53%	0%	66%	48%
Math Achievement	69%	57%	63%	75%	60%	62%
Math Learning Gains	0%	65%	62%	95%	81%	59%
Math Lowest 25th Percentile	0%	44%	51%	0%	53%	47%
Science Achievement	0%	20%	53%	0%	36%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	K	1	2	3	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	39%	37%	2%	58%	-19%
	2018	44%	40%	4%	57%	-13%
Same Grade Comparison		-5%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	55%	10%	62%	3%
	2018	72%	56%	16%	62%	10%
Same Grade Comparison		-7%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	40			85							
BLK	42			61							
HSP	40			80							
FRL	43			69							

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	91		62	100						
ELL	56			81							
BLK	31	93		64	93						
HSP	52			81							
FRL	42	94		74	94						

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	145
Total Components for the Federal Index	3
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52

Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Historically, we have lower performance in ELA than Math.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Math showed a bigger decline for the years indicated.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Math shows the biggest achievement gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

ELA is our biggest concern.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Vocabulary
2. Time with print
3. small group instruction
4. targeted interventions
5. attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Historically, Reading Comprehension has been our greatest need for improvement. Over the past four years students scoring a level 3 and above has stayed between 30% and 40%. Vocabulary is a major component that our students need help with.

Measureable Outcome: The number of students scoring level 3 and above will improve by 5%

Person responsible for monitoring outcome: Zola Akins (outleyz@gcpsmail.com)

Evidence-based Strategy: Data meetings with be held with teachers to discuss I-Ready progress monitoring.
The Ready teacher tool-kit will be used to provide small group and individual targeted interventions.

Rationale for Evidence-based Strategy: I-Ready is a research based program that gives diagnostic data and provides resources for interventions with small groups and individuals.

Action Steps to Implement

- 1.Administer diagnostic
2. Monitor student usage reports
3. Discuss strategies to help fragile students during data meetings.
4. Use teacher toolkit to deliver targeted interventions.

Person Responsible Zola Akins (outleyz@gcpsmail.com)

#2. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:

Measureable Outcome:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Covid 19 restrictions will not allow parents on campus and will require any parent that comes on campus to be subject to a temperature check. The school Guardian will be on duty during school hours and will make sweeps through the campus to ensure that classroom doors are locked and unauthorized persons are not on campus.

All faculty and staff will wear masks and practice social distancing. Classrooms and schedules will be set up to demonstrate social distancing.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Greensboro Elementary School will involve parents in all aspects of its Title I program. The School Advisory Committee (SAC) along with all other parents provide input into the development, implementation, and evaluation of the Parent Family Engagement Plan (PFEP). The annual Title I parent meeting will provide information to parents about Title I and their rights to be involved and be knowledgeable about the qualifications of the children's teachers and paraprofessionals. Until further notice, due to Covid 19 parent meetings and expos will be held virtually throughout the school year especially to seek parent involvement and their input regarding how the school invests federal dollars in parent activities. During School Advisory Council (SAC meetings), input is solicited from Council members and all parents in attendance in regards to specific goals they have for the school and in decisions involving the use of parental involvement funds for parent activities to reach those goals, and how those goals relate to the development of the School Improvement Plan (SIP) by the SAC. Parents are also surveyed at least once for Title I and again for 21st Century Community Learning Centers (CCLC) for their input on activities and expenditures for those activities that support the PFEP and their children.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
----------	---------------	--	---------------

2	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
			Total: \$0.00

Gadsden County Schools

Havana Magnet School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	16
Positive Culture & Environment	20
Budget to Support Goals	0

Havana Magnet School

1210 KEMP RD, Havana, FL 32333

www.gadsdenschools.org

Demographics

Principal: Parish Williams

Start Date for this Principal: 8/31/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: A (63%) 2017-18: B (61%) 2016-17: A (71%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

The mission of Havana Magnet School is to deliver integrated curricula rich in communication and creativity from master teachers who seek continual self-development and school improvement while embracing and providing a climate of mutual respect between the families, the community, and the school. Students will actively participate in learning through engaging use of technology and arts-enriched lessons as they grow towards academic mastery.

Provide the school's vision statement

The vision of Havana Magnet School is to achieve a legacy of developing young minds that utilize critical thinking skills to creatively approach challenges and embrace diversity. Students will become self-driven learners and active participants in society by taking personal ownership of their academic journey. Learning at Havana Magnet School will reach outside its walls so that students develop a global perspective of their future role in protecting and improving the world in which they live.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Williams, Parish	Principal	Modeling best practices in classrooms; supervising, observing and evaluating instructional/non-instructional staff; maintaining a safe and orderly learning environment; monitoring progress of student data in all curriculum areas; facilitating faculty meetings; participating in Rtl meetings; facilitating teacher workshops; writing and monitoring the school improvement plan; planning parent workshops; managing the discipline of students; coordinating and facilitating workshops/professional development opportunities; communicating effectively and working collaboratively with all stakeholders; and, sponsoring student organizations/clubs.
Flood-Strouble, Quashier	Guidance Counselor	<p>The school counselor assist in the academic, career and social/emotional development of students through the implementation of a comprehensive developmental school counseling program by:</p> <ul style="list-style-type: none"> • Providing all students with a standards-based school counseling core curriculum to address universal academic, career and social/emotional development • Analyzing academic, career and social/emotional development data to identify struggling students • Identifying and collaborating on research-based intervention strategies implemented by school staff • Evaluating academic and behavioral progress after interventions • Revising interventions as appropriate • Referring to school and community services as appropriate • Collaborating with administrators, other school professionals, community agencies and families in the design and implementation of MTSS/Rtl • Advocating for equitable education for all students and working to remove systemic barriers
Hankerson, Latoyer	Assistant Principal	Supervising instructional/non-instructional staff; supervising students; monitoring student data; facilitating curriculum meetings; facilitating school state assessments procedures; providing professional development to staff; participating in parent meetings; conducting professional development; facilitating instructional planning meetings; conducting observations of teachers; checking lesson plans; writing and monitoring the school improvement plan; distributing books and instructional resources; facilitating department meetings; and managing student behavior.
Mathews-Nelloms, Dionne	Instructional Coach	The responsibilities of the academic coach include: Shares research in the specific content area and other pedagogies relevant to the coaching model.

Name	Title	Job Duties and Responsibilities
		<p>Identifies strategies, learning needs, barriers and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers (in teams and individually).</p> <p>Support teachers with in-class coaching, observing, modeling of instructional strategies</p> <p>Guiding teachers in analysis of student work, developing lesson plans with teachers based on student needs, supporting data analysis, supporting the integration of technology, co-planning with teachers, and</p> <p>conducting classroom walkthroughs.</p> <p>Monitoring instructional effectiveness and student progress using tools and strategies gained through professional development.</p> <p>Assisting in collaborative development benchmark assessments.</p> <p>Establishing and maintaining confidential relationships with teachers, through conversations and interactions that the coach has with teachers in order to maintain a high level of trust.</p>
Hinson, Tamela	Assistant Principal	<p>Modeling best practices in middle grade classrooms; supervising employees; observing the instructional practices of the faculty; maintaining and a safe and orderly environment; monitoring progress of student data; managing the maintenance efforts of the campus and custodial staff; providing professional development to staff; participating in Rtl and ESE meetings; facilitating Science and Social Studies PLCs; checking lesson plans; monitoring the school improvement plan; and, assisting with the implementation of Positive Behavior Intervention Support (PBIS) team.</p>

Demographic Information

Principal start date

Monday 8/31/2020, Parish Williams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

53

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (63%) 2017-18: B (61%) 2016-17: A (71%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	45	60	56	63	65	66	77	62	0	0	0	0	563
Attendance below 90 percent	12	12	6	8	5	7	5	7	2	0	0	0	0	64
One or more suspensions	0	0	2	4	5	7	6	10	8	0	0	0	0	42
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	15	7	21	7	7	12	0	0	0	0	69
Level 1 on 2019 statewide Math assessment	0	0	0	8	8	13	5	7	14	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	4	0	12	18	23	13	7	0	0	0	0	85

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	2	8	5	2	4	4	0	0	0	0	26
Students retained two or more times	0	0	0	2	2	4	2	3	2	0	0	0	0	15

Date this data was collected or last updated

Friday 10/9/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	43	60	61	68	68	62	90	65	58	0	0	0	0	575
Attendance below 90 percent	12	6	8	5	7	5	7	2	5	0	0	0	0	57
One or more suspensions	0	2	4	5	7	6	10	8	9	0	0	0	0	51
Course failure in ELA or Math	1	6	3	21	14	9	14	8	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	23	16	34	12	14	34	0	0	0	0	133

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	4	0	12	18	23	13	7	11	0	0	0	0	96

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	8	5	2	4	4	0	0	0	0	0	26
Students retained two or more times	0	0	2	2	4	2	3	2	6	0	0	0	0	21

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	43	60	61	68	68	62	90	65	58	0	0	0	0	575
Attendance below 90 percent	12	6	8	5	7	5	7	2	5	0	0	0	0	57
One or more suspensions	0	2	4	5	7	6	10	8	9	0	0	0	0	51
Course failure in ELA or Math	1	6	3	21	14	9	14	8	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	23	16	34	12	14	34	0	0	0	0	133

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	4	0	12	18	23	13	7	11	0	0	0	0	96

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	2	8	5	2	4	4	0	0	0	0	0	26
Students retained two or more times	0	0	2	2	4	2	3	2	6	0	0	0	0	21

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	50%	61%	45%	47%	60%
ELA Learning Gains	61%	52%	59%	57%	51%	57%
ELA Lowest 25th Percentile	63%	55%	54%	50%	51%	52%
Math Achievement	69%	57%	62%	69%	57%	61%
Math Learning Gains	67%	52%	59%	55%	50%	58%
Math Lowest 25th Percentile	60%	46%	52%	53%	47%	52%
Science Achievement	51%	47%	56%	65%	43%	57%
Social Studies Achievement	83%	72%	78%	69%	70%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	37%	5%	58%	-16%
	2018	35%	40%	-5%	57%	-22%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	64%	41%	23%	58%	6%
	2018	48%	38%	10%	56%	-8%
Same Grade Comparison		16%				
Cohort Comparison		29%				
05	2019	36%	40%	-4%	56%	-20%
	2018	47%	33%	14%	55%	-8%
Same Grade Comparison		-11%				
Cohort Comparison		-12%				
06	2019	53%	33%	20%	54%	-1%
	2018	40%	31%	9%	52%	-12%
Same Grade Comparison		13%				
Cohort Comparison		6%				
07	2019	60%	40%	20%	52%	8%
	2018	45%	33%	12%	51%	-6%
Same Grade Comparison		15%				
Cohort Comparison		20%				
08	2019	48%	33%	15%	56%	-8%
	2018	49%	34%	15%	58%	-9%
Same Grade Comparison		-1%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	55%	21%	62%	14%
	2018	56%	56%	0%	62%	-6%
Same Grade Comparison		20%				
Cohort Comparison						
04	2019	70%	50%	20%	64%	6%
	2018	67%	49%	18%	62%	5%
Same Grade Comparison		3%				
Cohort Comparison		14%				
05	2019	61%	49%	12%	60%	1%
	2018	79%	48%	31%	61%	18%
Same Grade Comparison		-18%				
Cohort Comparison		-6%				
06	2019	75%	48%	27%	55%	20%
	2018	78%	49%	29%	52%	26%
Same Grade Comparison		-3%				
Cohort Comparison		-4%				
07	2019	74%	52%	22%	54%	20%
	2018	49%	40%	9%	54%	-5%
Same Grade Comparison		25%				
Cohort Comparison		-4%				
08	2019	48%	39%	9%	46%	2%
	2018	80%	33%	47%	45%	35%
Same Grade Comparison		-32%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%	30%	18%	53%	-5%
	2018	55%	30%	25%	55%	0%
Same Grade Comparison		-7%				
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		-55%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	57%	-4%	67%	-14%
2018	73%	34%	39%	65%	8%
Compare		-20%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	60%	19%	71%	8%
2018	66%	55%	11%	71%	-5%
Compare		13%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	34%	36%	61%	9%
2018	88%	30%	58%	62%	26%
Compare		-18%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	52	52	43	52	39	29	80	25		
ELL	32	33		79	73						
BLK	48	60	62	63	62	55	47	82	62		
HSP	54	53		84	81		53				
WHT	81	86		90	86						
FRL	49	60	63	68	64	55	46	80	62		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	46	46	47	45	38	57	23			
ELL	21	75		64	62						
BLK	45	55	43	67	52	50	59	66	83		
HSP	38	70		70	61	60	75		90		
WHT	53	57		73	77						
FRL	44	56	52	67	53	49	63	66	75		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	623
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	86
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

English Language Arts - Although instructional time was increased, the instructional capacity of new teachers presented a barrier to providing the type of rigorous instructional needed to match grade level standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Science Achievement Scores - The previous science teacher was replaced and the new science teacher was learning the curriculum. Also, the lack prior content knowledge of

previous science concepts made it more challenging for science teachers to teach more complex standards required at the science-tested grade levels.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

ELA Achievement - Our students approach grade level standards with limited background knowledge and vocabulary. Although our students reading fluency has improved, informational text still remains most challenging because of their limited schemata. ELA teachers spent a considerable amount of time teaching vocabulary and finding ways to help students make connections with the text.

Which data component showed the most improvement? What new actions did your school take in this area?

Social Studies - The amount of time allotted to social studies instruction proved most advantageous in the area of Civics. Students also spent more time using the iCivics online platform to support classroom instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Discipline (Suspensions) - We will be employing additional positive behavior interventions to support social and emotional development of our students. Through the employment of a school-wide approach to using research-based interventions/strategies, we hope to experience a significant decline in deviant behaviors.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Suspensions
2. Attendance
3. ELA Proficiency Achievement/ELA Learning Gains
- 4..Science Proficiency Achievement
5. Math Proficiency Achievement

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: The number of discipline referrals from the previous year were very high. Due to the high volume of discipline referrals being processed, it decreased the instructional time for students that were involved in the incidents.

Measureable Outcome: Decrease the number of referrals to the office by 20%.

Person responsible for monitoring outcome: Tamela Hinson (tamelamaynor@gmail.com)

Evidence-based Strategy: Implement Positive Behavior Intervention Support (PBIS)
Implement Restorative Practices
MTSS for Behavior

The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Rationale for Evidence-based Strategy: In schools, we see that overreliance on punitive strategies like suspension or expulsion isn't working. Schools with high suspension rates are less safe, less equitable, and have lower academic outcomes. Restorative justice is an effective alternative to punitive responses to wrongdoing. The purpose of "Restorative Justice" is to promote a positive, orderly school environment. This allows students and all members of the school community the opportunity to learn and practice self-discipline, empathy, and accountability.

MTSS for behavior is a process that allows schools to teach all students social skills while providing additional supports in whatever way is needed for students who do not respond to social skills instruction. Through the process we will be able to create a framework that will provide targeted support to our struggling students. We will be able to screen our targeted students and address behavioral as well as academic issues. The goal would be to intervene early so students can get the social, emotional and behavioral support they need to be successful in and outside the classroom setting, thus allowing them to create and sustain healthy relationships with the peers and adults.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

We will increase the overall proficiency in English Language Arts. After reviewing the data, the teachers will use multiple data elements to differentiate language arts instruction to meet needs of all students. Havana Magnet School will implement the following elements Journeys, Ready Florida LAFS (ELA), STAR, I-Ready and Performance Matters data. It will ensure students receive clear and precise instruction in regards to the Florida State Standards. This will assist with the utilization of the data to drive instruction to increase the reading proficiency on the 2019-2020 ELA/FSA Assessment by 5%.

Measureable Outcome:

The measurable outcome for Havana Magnet School is to increase the number of students achieving proficiency overall and within each subgroup by 5%. Overall proficiency 52% to 57%, Learning Gains 61% to 66% and Lowest (25%) 63% to 68%.

Person responsible for monitoring outcome:

Latoyer Hankerson (hankersonl@gcpsmail.com)

Evidence-based Strategy:

Targeting vocabulary proficiency for students in grades K-8th to increase vocabulary and language knowledge using the bloom taxonomy and depths of knowledge instructional strategies.

Enhancing K-8th students in text-based writing and reading comprehension skills through the use graphic organizers, explicit vocabulary instruction, building background knowledge, gradual release model, and direct instruction.

Rationale for Evidence-based Strategy:

Targeted professional development will be facilitated monthly to implement the evidence based strategies in the classroom through professional learning communities (PLCs), model classrooms, peer observations, academic coaching and instructional walk-throughs.

After reviewing the data, the teachers will use multiple data elements to differentiate language arts instruction to meet needs of all students. Havana Magnet School will implement the following elements Journeys, Ready Florida LAFS (ELA), STAR, I-Ready and Performance Matters data. It will ensure students receive clear and precise instruction in regards to the Florida State Standards. This will assist with the utilization of the data to drive instruction to increase the reading proficiency on the 2019-2020 ELA/FSA Assessment by 5%.

Action Steps to Implement

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

After careful analysis of the trend data for math, it is evident that the percentage of students earning learning gains within the lowest 25th percentile presents a prime opportunity for growth. While Havana Magnet School has made incremental growth in this area over the course of the last three years, the overall number of students in the bottom 25th percentile earning learning gains still falls significantly behind the number of that are proficient in math and the number of students that have made at least one year's growth.

Measureable Outcome: Increase the percentage of students within the lowest 25th percentile for math that earns a learning gain by 7%

Person responsible for monitoring outcome:

Dionne Mathews-Nelloms (matthews-nellomsd@gcpsmail.com)

Evidence-based Strategy:

Students within the lowest 25th percentile for mathematics will be required to participate in intensive intervention programs that are designed to meet students' diverse needs, specific needs. In addition, extra instructional time has been granted to those students falling in the bottom percentile.

Rationale for Evidence-based Strategy:

While it is critical that all students have access to grade level content, it is equally essential that students performing below grade level receive supplemental instruction to meet their unique, individual needs. Carol Ann Tomlinson defines differentiation as instructional modifications that impact the content, process, products, or context/learning environment. It is upon the foundation of differentiation described by Tomlinson that our instructional interventions are built. Student will benefit from solid, small group instruction designed to address specific learning disparities.

Action Steps to Implement

1. Students within the lowest 25th percentile are identified and given an additional instructional block for mathematics.
2. Instructional coach will collaborate with the teachers of the students and develop an intensive intervention plan for each student. Intervention plans will include: pre-assessment data, learning activities, and formative assessments.
3. Teachers and instructional coach will implement the intervention plan.
4. Teacher and instructional coach will collaborate weekly. Weekly conversations will include planning and data analysis.

Person Responsible

Dionne Mathews-Nelloms (matthews-nellomsd@gcpsmail.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In order to improve our learning gains in reading, we will facilitate learning and instructional best practices to improve reading proficiency for all learners, which include:

- **Modeling effective instructional strategies for new and novice teachers.**
- **Providing access to high-interest materials.**
- **Focus more attention on including informational materials**
- **Encourage student choice of reading materials through AR**
- **Encouraging reading for pleasure;**
- **Supplementing reading lessons with dialogue and discussion;**
- **Presenting increasingly difficult stories; and**
- **Providing a print-rich classroom.**
- **Monitor weekly student/teacher reading performance through data chats after reviewing Cold Reads assessments.**

Our goal is to provide a framework for how teaching science will be most effective for science program. In order to improve our proficiency in Science/ Biology, we will facilitate learning and instructional best practices, which include:

- **Giving students opportunities to think and talk about science/biology**
- **Encouraging, demanding, and actively managing the participation of all students**
- **Building an inclusive and fair classroom community for all students**
- **Cultivating divergent biological/science thinking**
- **Integrating science across the curriculum, which meets the standards of our STEAM Magnet School Program.**

Our goal to improving school attendance includes:

- **Our newly-hired Social Worker will monitor student attendance on a daily basis**
- **Parents of truant students are required to meet with the school**
- **Incentives for good attendance will provided to students on a monthly basis**
- **Classes with the best attendance (90% perfect attendance) will receive an incentive for the class**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The key to success of creating a positive school culture is implementing the right plan and team of stakeholders to execute the plan with fidelity. We created a collaborative environment for all stakeholders that was designed to provide everyone with specific guidance and support to help to develop this implementation plan specific to the needs of our campus. We understand that there is no one perfect solution that will solve all of the behavior challenges. Restorative Practices, Social Emotional Learning and Positive Behaviors Interventions and Supports collectively, have had a positive impact on the climate and culture of our school campus. With this broad initiative, there are still areas that need improvement. We looked our frameworks and determined the various ways they will meet the diverse needs of our campus.

When implementing these initiatives, it's imperative that everyone understands their role. Restorative Practices is no exception but it presents an even greater challenge because some of the teachers continue to struggle with how to integrate Restorative Practices into the traditional structure of a school. In order to be efficient, everyone must understand their roles and buy into the concept that the sum must be greater than the parts. Specifically, Restorative Practices has had a branding problem on our campus because some believe it lacks student accountability. Our version of Restorative Practices can and will hold students accountable by synergizing Restorative Practices with traditional consequences. This will be communicated through our implementation plan. Having the right plan and team of stakeholders to execute that plan is essential. Our plan requires us to provide strategically provide leadership opportunities to all staff members to increase buy-in of these initiatives. Stakeholders will have well-defined responsibilities, which allow them to share in the governance, implementation and monitoring of the program's effectiveness.

Key to the success of our behavior initiative will be implementation. We will start by looking at our historical discipline data and climate surveys. We will also discuss some of our past initiatives that were successful and how where the initiatives failed. These guiding questions will help use the data to devise the most effective program for policy implementation and standard protocol. Specific guidance and support will be given to help our team develop an implementation plan specific to the needs of our students and school. Additionally, we will create our restorative practices implementation plan that will ensure the fidelity of the initiative as well as create buy-in with the our stakeholders.

Parent Family and Engagement Plan (PFEP) Link

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

Gadsden County Schools

James A. Shanks Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	16
Positive Culture & Environment	20
Budget to Support Goals	20

James A. Shanks Middle School

1400 W KING ST, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Maurice Stokes

Start Date for this Principal: 6/17/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: C (47%) 2017-18: D (34%) 2016-17: I (%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

We will collaboratively create an environment that provides challenging experiences with reading, mathematics, writing, science, and technology interspersed throughout the curriculum in order to accomplish our mission of building a brighter future.

Provide the school's vision statement

The mission of James A. Shanks Middle School is to empower students to become critical, creative thinkers who are destined for global success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Stokes, Maurice	Principal	To provide leadership necessary to design, develop, implement, and evaluate a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment to promote student success.
Samson, Marilyn	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Simmons-Russ, Catina	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Kirkland, Germaine	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.
Ali, Rosita	Guidance Counselor	
Dixon, Abbye	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.
Baker, Sharita	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Kirkland, Nakita	Instructional Coach	To assist teachers at the school level, for modeling of best practices/lessons, to assist with implementing grant and/or K-12 Comprehensive Reading Plan requirements, and to provide staff development and resources to reading teachers.
McNeal, Kimberly	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment

Name	Title	Job Duties and Responsibilities
------	-------	---------------------------------

of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

Commodore, Shirley	Teacher, K-12	Lead Teacher for Mathematics (Grades 4-8) To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
--------------------	---------------	---

Luckey, Anthony	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
-----------------	---------------	--

Demographic Information

Principal start date

Wednesday 6/17/2020, Maurice Stokes

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%

2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities
School Grades History	2018-19: C (47%) 2017-18: D (34%) 2016-17: I (%) 2015-16: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	88	105	161	175	143	0	0	0	0	672
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	8	25	70	43	36	0	0	0	0	182
Course failure in ELA	0	0	0	0	7	17	29	34	1	0	0	0	0	88
Course failure in Math	0	0	0	0	4	0	7	15	0	0	0	0	0	26
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	6	5	9	5	7	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	3	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/17/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	93	107	169	187	146	0	0	0	0	702
Attendance below 90 percent	0	0	0	0	5	2	7	2	7	0	0	0	0	23
One or more suspensions	0	0	0	0	1	21	21	42	20	0	0	0	0	105
Course failure in ELA or Math	0	0	0	0	5	14	26	41	46	0	0	0	0	132
Level 1 on statewide assessment	0	0	0	0	47	47	40	25	46	0	0	0	0	205

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	4	3	6	3	2	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	4	2	7	3	5	0	0	0	0	21
Students retained two or more times	0	0	0	0	2	1	3	0	0	0	0	0	0	6

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	93	107	169	187	146	0	0	0	0	702
Attendance below 90 percent	0	0	0	0	5	2	7	2	7	0	0	0	0	23
One or more suspensions	0	0	0	0	1	21	21	42	20	0	0	0	0	105
Course failure in ELA or Math	0	0	0	0	5	14	26	41	46	0	0	0	0	132
Level 1 on statewide assessment	0	0	0	0	47	47	40	25	46	0	0	0	0	205

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	4	3	6	3	2	0	0	0	0	18

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	4	2	7	3	5	0	0	0	0	21
Students retained two or more times	0	0	0	0	2	1	3	0	0	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	27%	50%	61%	22%	47%	60%
ELA Learning Gains	48%	52%	59%	41%	51%	57%
ELA Lowest 25th Percentile	51%	55%	54%	45%	51%	52%
Math Achievement	39%	57%	62%	28%	57%	61%
Math Learning Gains	53%	52%	59%	32%	50%	58%
Math Lowest 25th Percentile	51%	46%	52%	36%	47%	52%
Science Achievement	22%	47%	56%	20%	43%	57%
Social Studies Achievement	54%	72%	78%	44%	70%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	19%	41%	-22%	58%	-39%
	2018	16%	38%	-22%	56%	-40%
Same Grade Comparison		3%				
Cohort Comparison						
05	2019	30%	40%	-10%	56%	-26%
	2018	20%	33%	-13%	55%	-35%
Same Grade Comparison		10%				
Cohort Comparison		14%				
06	2019	24%	33%	-9%	54%	-30%
	2018	18%	31%	-13%	52%	-34%
Same Grade Comparison		6%				
Cohort Comparison		4%				
07	2019	32%	40%	-8%	52%	-20%
	2018	20%	33%	-13%	51%	-31%
Same Grade Comparison		12%				
Cohort Comparison		14%				
08	2019	22%	33%	-11%	56%	-34%
	2018	27%	34%	-7%	58%	-31%
Same Grade Comparison		-5%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	25%	50%	-25%	64%	-39%
	2018	14%	49%	-35%	62%	-48%
Same Grade Comparison		11%				
Cohort Comparison						
05	2019	28%	49%	-21%	60%	-32%
	2018	19%	48%	-29%	61%	-42%
Same Grade Comparison		9%				
Cohort Comparison		14%				
06	2019	35%	48%	-13%	55%	-20%
	2018	32%	49%	-17%	52%	-20%
Same Grade Comparison		3%				
Cohort Comparison		16%				
07	2019	46%	52%	-6%	54%	-8%
	2018	28%	40%	-12%	54%	-26%
Same Grade Comparison		18%				
Cohort Comparison		14%				
08	2019	53%	39%	14%	46%	7%
	2018	31%	33%	-2%	45%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		22%				
Cohort Comparison		25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	22%	30%	-8%	53%	-31%
	2018	13%	30%	-17%	55%	-42%
Same Grade Comparison		9%				
Cohort Comparison						
08	2019	6%	5%	1%	48%	-42%
	2018	0%	7%	-7%	50%	-50%
Same Grade Comparison		6%				
Cohort Comparison		-7%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	57%	43%	67%	33%
2018	21%	34%	-13%	65%	-44%
Compare		79%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	60%	-2%	71%	-13%
2018	42%	55%	-13%	71%	-29%
Compare		16%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	38%	30%	8%	62%	-24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	45	45	31	43	35	24	70			
ELL	25	55	59	45	65	79	17				
BLK	25	45	46	36	49	49	20	56	80		
HSP	32	58	67	48	62	61	25	44	67		
FRL	27	49	49	39	53	50	22	58	80		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	41	37	21	25	30	20	24			
ELL	12	44	53	26	34	41	12	10	23		
BLK	20	38	42	26	30	34	18	48	38		
HSP	29	49	51	34	38	39	26	31	53		
FRL	22	40	43	29	32	37	19	49	24		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	470
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The science data component was the lowest according to the 2018 and 2019 science achievement data. Instructional emphasis was not placed on science in non-tested grade levels therefore many students struggled to make connections. Students did not understand basic scientific vocabulary. As a result of this observation, science instruction in grades 4-8 is a priority. Science instructional framework has been designed and progress monitoring activities (ie. Classroom walk-throughs, weekly subject area planning meeting) is conducted regularly to inform instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

All data components improved over the previous year yet grade 8 ELA was the only area to decline. We believe that this is due to the school's struggle to find and secure grade 8 ELA teachers that were capable of supporting the students effectively through quality instruction and interventions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

When compared to the state average, the science data component had the greatest gap. Emphasis were not placed on science in non-tested grade levels therefore many students struggled to make connections. Students did not understand basic scientific vocabulary. As a result of this observation, science instruction in grades 4-8 is a priority. Science instructional framework has been designed and progress monitoring data is reviewed regularly to inform instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Mathematics leaning gains and Mathematics lowest 25 percentile both made significant improvements. The Acalectics mathematics curriculum was implemented school-wide in grades 4-8 with fidelity. A focus on intensive basic mathematics fundamental skills was use to further develop student's mathematical skills and knowledge attainment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two potential areas of concerns are:

1. Science Achievement
2. English Language Arts

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Teaching and Learning (Science, English Language Arts, Mathematics, and Civics)
2. Teacher Development and Retention
3. Professional Learning
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Students reading and writing abilities and their understanding of it is essential. It impacts information in all disciplines (math, science , social studies) in which information is presented through text in school, college , and career life.

Measurable Outcome: Improve academic achievement by at least 5%

Person responsible for monitoring outcome: Germaine Kirkland (browng@gcpsmail.com)

Evidence-based Strategy: Teacher modeling, Quality Questioning and Summarizing

Rationale for Evidence-based Strategy: The strategies are researched based instructional best practices that allow teachers to model expert thinking, ask questions that engage students in deeper understanding and allow students to share their knowledge and meaning of the test in their own words. Curriculum implemented in classrooms are embedded with proven instructional strategies and practices for every learner at varying levels.

Action Steps to Implement

1. Implement ELA Framework with fidelity
2. Provide weekly ELA department meeting facilitated by Reading Coach
3. Observations walk-through's with a focus on accountable student talk dialogue
4. Analyze data (weekly, school and district assessments)
5. Implementation of Strategic Instructions Model (SIM)

Person Responsible Germaine Kirkland (browng@gcpsmail.com)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Data results show 22 percent proficiency in tested grades resulting in the need for creating interactive learning environment focused on hands on instructional best practices.

Measureable Outcome: Improvements in science tested grades from 22% to 27%.

Person responsible for monitoring outcome: Abbye Dixon (dixona@gcpsmail.com)

Evidence-based Strategy: Students achievements in Science will increase by 5 percentage points through the use of project-based learning activities based on the NGSSS for tested grades.

Rationale for Evidence-based Strategy: Project-based learning activities have been a proven instructional framework for improving students achievement in STEM by focusing on Project-based learning (PBL) develops key 21st century skills 9 e.g. critical thinking) as students work in groups to answer an essential question and complete a project-investing real-world science questions and and solve authentic design challenges.

Action Steps to Implement

1. Teacher Training in PBL, as as an instructional focal strategy
2. Student orientation to PBL
3. Teacher (subject/grade level) PBL lesson development
4. Classroom walk-through for progress monitoring of PBL implementation

Person Responsible Marilyn Samson (samsonm@gcpsmail.com)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Absenteeism and disruptive behavior are crucial areas that need attention in order to ensure quality instruction is ongoing and students are receiving what they need to learn. If a child is not in school, they cannot learn. If a classroom is disruptive by frequent inappropriate behaviors or other discipline issues, student learning is also disrupted.

Measureable Outcome: Improve attendance by at least 2% reduce behavior and discipline incidents by at least 5%.

Person responsible for monitoring outcome: Abbye Dixon (dixona@gcpsmail.com)

Evidence-based Strategy: Provide attendance reports to the data entry clerk each period, teachers will be notified that attendance has not been entered. Ensure that attendance expectations and district code of student conduct are clearly presented to all students with grade level meeting in the first week of school. Teachers will utilize the Behavior Management Plan provided in the District Student Code of for Major and Minor Discipline Incidents.

Rationale for Evidence-based Strategy: Attendance reports by period will allow for close monitoring and updating for accuracy of attendance records. The use of the District Student Code of Conduct establishes a uniform approach to discipline issues. Monitoring teacher input of daily attendance to determine daily attendance rate of to meet the school goal 95 percent daily. The District Student Code of Conduct provides a system in which all teachers can follow and universal approach to discipline issues. The goal is to decrease rate of school wide discipline incidents by 6 percent.

Action Steps to Implement

1. Data Entry and Attendance Clerk will receive a attendance report each period. Attendance Clerk will contact each teacher if attendance has not been reported for that period.
2. Students by grade level will meet with the Principal of the school to receive all school expectations as it relates to attendance and district code of conduct.
3. Students will also review the District Student Code of Conduct daily for the first week of school in-depth.
4. Students will sign the Letter of Acknowledgement of the District Student Code of Conduct.
5. Attendance infractions will be monitored by Guidance Counselor and bi-monthly student parent conferences with be held with those students and parent with 5 or more unexcused in a nine weeks.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Progress monitoring activities will be used to monitor non-focal areas priorities Progress monitoring activities will include classroom walk-through, review of instructional lesson plans, use of subject and instructional frameworks as well non academic areas, (e.g. safety measures).

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Through the support of School Advisory Council which includes School Leadership, teachers, students, community partners as well as other volunteers we believe we can foster positive school culture and environment by continuing with a few of the following. First step requires and investment in all involved staff and students. . When people feel valued, staff and students alike, they are more likely to work harder, stay the course, complete work and enjoy what they do. Next step is to develop shared vision where students and staff feel they are treated the same as everyone else. In addition, it is important to be a role model and set the tone. School leadership and staff should lead by example. Lastly, when these things are happening it is most important to praise and celebrate. We need to praise appropriately and celebrate large and small. Providing feedback in a positive manner or in a need for growth can only lead to overall school success.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$0.00

Gadsden County Schools

Stewart Street Elementary School

A word cloud graphic centered on the page. The words are in various sizes and orientations, primarily in blue and orange. The largest word is "students". Other prominent words include "school improvement", "learning", "success", "teaching", "relationships", "leadership", "ambitious", "growth", "instruction", "areas of focus", "vision", "collaboration", "striving", "achievement", "supportive environment", "resources", "analysis", "college and career", "Florida", "mission", "family and community involvement", "needs assessment", "strategic planning", "relationships", "ambitious", "growth", "instruction", "areas of focus", "vision", "collaboration", "striving", "achievement", "supportive environment", "resources".

family and community involvement
needs assessment
strategic planning
collaboration
vision
supportive environment
resources

mission
Florida
college and career

analysis

leadership

ambitious

students

school improvement

teaching

striving

achievement

relationships

success

learning

areas of focus
instruction
growth

A circular logo featuring a graduation cap (mortarboard) with a sunburst effect behind it, set against a dark blue background with a white path leading up to the cap.

2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	10
Planning for Improvement	15
Positive Culture & Environment	19
Budget to Support Goals	19

Stewart Street Elementary School

749 S STEWART ST, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Lisa Robinson

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: C (45%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Stewart Street Elementary School's mission is to provide all students with equal opportunities for quality learning and the necessary support to ensure academic acceleration, consistent demonstration of appropriate social behavior, and continuous personal improvement. Excellence and a desire to learn will become a way of life.

Provide the school's vision statement

Stewart Street Elementary School faculty and staff work cooperatively and collaboratively with students, parents and community. We will set high expectations and create a positive learning environment for students, faculty and staff in order to enhance performance and promote development of critical thinking skills. Students will be provided a challenging curriculum in a clean, safe, non-threatening, and drug free environment. High-quality staff, innovative and research-based strategies, as well as the use of modern technology will be a key in the delivery of instruction.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Robinson, Ms. Lisa	Principal	To provide leadership necessary to design, develop, implement, and evaluate a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment to promote student success.
Harris, Robert	Guidance Counselor	To provide students with educational, personal and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential.
Germany, Christopher	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.
Toussaint, Karen	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Pruitt, Shonda	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Harris, Curlie	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.
Dudley, Karema	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Anderson, Jennifer	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

Name	Title	Job Duties and Responsibilities
Gordon, Shakilla	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Murray-McMillan, Shannon	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Dickeys, Shelia	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Daniels, Yakesia	Teacher, K-12	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.
Bryant, Phillip	Teacher, ESE	To provide an educational atmosphere in which students will move toward the fulfillment of their potential for intellectual, emotional, physical, and psychological growth and maturation in accordance with District philosophy, goals, and objectives.

Demographic Information

Principal start date

Wednesday 7/1/2020, Lisa Robinson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

43

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities
School Grades History	2018-19: B (56%) 2017-18: B (55%) 2016-17: C (45%) 2015-16: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	86	75	72	59	0	93	0	0	0	0	0	0	440
Attendance below 90 percent	8	5	0	6	5	4	0	0	0	0	0	0	0	28
One or more suspensions	10	18	7	2	10	15	0	0	0	0	0	0	0	62
Course failure in ELA	11	3	6	8	4	1	0	0	0	0	0	0	0	33
Course failure in Math	15	4	4	5	4	4	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	4	2	5	2	3	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	2	3	4	4	0	0	0	0	0	0	0	16
Students retained two or more times	0	4	2	3	4	4	0	0	0	0	0	0	0	17

Date this data was collected or last updated

Wednesday 10/7/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	83	68	94	80	78	0	0	0	0	0	0	0	492
Attendance below 90 percent	26	12	5	5	7	7	0	0	0	0	0	0	0	62
One or more suspensions	11	2	2	10	5	11	0	0	0	0	0	0	0	41
Course failure in ELA or Math	20	6	15	10	13	8	0	0	0	0	0	0	0	72
Level 1 on statewide assessment	0	0	0	37	21	17	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	15	6	4	5	4	3	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	19	4	10	9	1	0	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	1	0	2	0	0	0	0	0	0	0	0	3

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	83	68	94	80	78	0	0	0	0	0	0	0	492
Attendance below 90 percent	26	12	5	5	7	7	0	0	0	0	0	0	0	62
One or more suspensions	11	2	2	10	5	11	0	0	0	0	0	0	0	41
Course failure in ELA or Math	20	6	15	10	13	8	0	0	0	0	0	0	0	72
Level 1 on statewide assessment	0	0	0	37	21	17	0	0	0	0	0	0	0	75

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	15	6	4	5	4	3	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	19	4	10	9	1	0	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	1	0	2	0	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	37%	57%	42%	43%	56%
ELA Learning Gains	55%	57%	58%	61%	81%	55%
ELA Lowest 25th Percentile	68%	66%	53%	66%	66%	48%
Math Achievement	62%	57%	63%	58%	60%	62%
Math Learning Gains	68%	65%	62%	60%	81%	59%
Math Lowest 25th Percentile	65%	44%	51%	53%	53%	47%
Science Achievement	31%	20%	53%	42%	36%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	23%	37%	-14%	58%	-35%
	2018	38%	40%	-2%	57%	-19%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2019	50%	41%	9%	58%	-8%
	2018	53%	38%	15%	56%	-3%
Same Grade Comparison		-3%				
Cohort Comparison		12%				
05	2019	44%	40%	4%	56%	-12%
	2018	28%	33%	-5%	55%	-27%
Same Grade Comparison		16%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	55%	-13%	62%	-20%
	2018	51%	56%	-5%	62%	-11%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	68%	50%	18%	64%	4%
	2018	71%	49%	22%	62%	9%
Same Grade Comparison		-3%				
Cohort Comparison		17%				
05	2019	70%	49%	21%	60%	10%
	2018	50%	48%	2%	61%	-11%
Same Grade Comparison		20%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	30%	-4%	53%	-27%
	2018	42%	30%	12%	55%	-13%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	43	60	67	56	54	67	41				
ELL	46	45		54	55						
BLK	41	58	69	62	69	68	31				
HSP	53	50		63	57						
FRL	41	54	68	63	70	68	29				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	71	81	54	51	53	22				
ELL	38	45		56	55						
BLK	43	61	66	60	61	55	43				
HSP	35	50		57	57						
FRL	42	60	63	58	59	51	41				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	21
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	55
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Our data showed that 3rd grade students scoring proficient on the FSA ELA is the lowest performing data component. Data showed that there was a 15% decrease in proficiency from the previous year due to the number of students who were reading below grade level expectations. The noted factors that contributed to the students low performance were students' weakness in phonics, lack of vocabulary knowledge, and inability to comprehend grade level text comprehension. In addition, due to the social economics status of the school and the surrounding communities, obtaining and retaining highly qualified teachers were contributing factors in the third grade students low performance trend.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Data showed that the greatest decline from the prior year was FSA ELA proficiency level, state 57% compared to Stewart Street Elementary 42%. Overall the greatest decline was the 3rd students scoring 35 percentage below the state percentage according to same grade comparison data. As mentioned earlier, noted factors that contributed to students low performance were students' weakness in phonics, lack of vocabulary knowledge, and inability to comprehend grade level text comprehension. In addition, due to the social economics status of the school and the surrounding communities, obtaining and retaining highly qualified teachers were contributing factors in the third grade students low performance trend.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The data component that had the greatest gap when compared to the state average was the proficiency percentage of third grade students on the FSA ELA. The third grade students performed 35 percentage points below the state percentage of 58% for all third graders. Contributing factors to the third grade students low performance were students'

weakness in phonics, lack of vocabulary knowledge, and inability to comprehend grade level text comprehension. In addition, due to the social economics status of the school and the surrounding communities, obtaining and retaining highly qualified teachers were contributing factors in the third grade students low performance trend.

Which data component showed the most improvement? What new actions did your school take in this area?

Data from the FSA Math showed that 3rd-5th grade students in the lowest 25th percentile showed the most improvement. This improvement was contributed by ongoing professional development, bi-weekly data meetings and school-wide incentives.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

In review of our EWS data for the 2020-2021 school year, our area of concern is the indicator identifying the number of students receiving in-school and out-of-school suspension. Students that were identified in this indicator were also identified in students retained two or more times and course in failure in ELA or Math. There is a clear correlation between the number of students suspended and the number of students failing courses in ELA or Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. ELA achievement
2. ELA learning gains
3. Math achievement
4. ELA - lowest 25 percent
5. Science proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The area of focus is ELA proficiency level. Only 42% of the students in grade 3rd-5th scored satisfactory on the FSA ELA which is 15% below the state average of 57%.

Measureable Outcome: The number of 3rd -5th grade students proficiency level on the FSA ELA will increase from 42% to 60%.

Person responsible for monitoring outcome: Ms. Lisa Robinson (robinsonl@gcpsmail.com)

Evidence-based Strategy: Instructional staff provides differentiated instruction of intensive reading driven by students' individual data from previous year FSA ELA scores and the following diagnostic assessments provided at the beginning of the year, core curriculum text, Journeys Reading, i-Ready LAFS and Renaissance Learning (Accelerated Reading. Data allows tiered instruction to be delivered based on students' needs, and improvement of reading deficiencies. Instruction routines are decided and tracked through progress monitoring. Remediation and enrichment of skills are provided through scaffold learning opportunities as needed.

Rationale for Evidence-based Strategy: Teachers will work with District ELA and Math Specialists to improve effectiveness of grade level instructions and interventions based on students' needs. Weekly data and planning meetings will help teachers provide instructional practices and interventions that will improve student proficiency outcome on the FSA ELA.

Action Steps to Implement

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

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

No description entered

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to ELA**Area of****Focus****Description and****Rationale:**

For the 2018-2019 school year, 55% of the students in grades 3rd-5th learning gains on the FSA ELA, performing below the state's average of 58%

Measurable Outcome:

Students in grades 3rd -5th will increase the FSA ELA proficiency levels from 55% to 60% for 2020-2021 school term.

Person responsible for monitoring outcome:

Ms. Lisa Robinson (robinsonl@gcpsmail.com)

Evidence-based Strategy:

During the scheduled reading block, Leveled Readers from the core math and science curriculum support intensive reading instruction. Additionally, core instructional resources such as Social Studies Weekly help to focus on informational text vocabulary, comprehension skills, and responsive writing. The Response to Intervention framework ensures that students are provided explicit and systematic reading instruction to enhance the development of foundational skills of reading. Teachers are able to implement research-based instruction and strategies to bridge gaps in learning b focusing on the skills students are experiencing difficulty. Tiered learning allows differentiation and support individualized learning, so that each learner experiences success. Small group instruction is utilized to ensure targeted assistance.

Rationale for Evidence-based Strategy:

Teachers will work District ELA and Math Specialists to improve effectiveness of grade level instruction. The District Specialists will meet weekly with teachers in order to provide instructional strategies that will ensure effective interventions based on students' needs and to analyze student data to support increase students' learning gains in ELA. By using these evidence-based strategies, students will receive explicit and systematic instruction that will improve fundamental reading skills and increase learning gains on the FSA ELA.

Action Steps to Implement

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

Person Responsible

Ms. Lisa Robinson (robinsonl@gcpsmail.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: The area of focus is Science. The rationale is to increase the acquisition in content areas to ensure that students who are in the lowest 25% are supported with instructional routines that will increase proficiency in Science as well as ELA.

Measureable Outcome: Content area focus for comprehension will involve instruction to increase proficiency in science from 31% to 45% and in ELA from 42% to 60% on spring administration of state-wide assessments.

Person responsible for monitoring outcome: Ms. Lisa Robinson (robinsonl@gcpsmail.com)

Evidence-based Strategy: Core curriculum is used to provide instructional routines along with supplemental materials that are used to scaffold support that students need to master skills. For all content areas, there will be emphasis on domain specific vocabulary that ensures content is acquired in context.

Rationale for Evidence-based Strategy: The rationale for selecting this strategy is to integrate knowledge throughout the curriculum. Students will engage in learning opportunities to help them make connections beyond the classroom.

Action Steps to Implement

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

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The remaining school wide improvement priorities will be addressed through the school leadership bi-weekly meetings. Our EWS report showed that there were 62 students that received in or out of school suspension; several of these students were identified in two or more indicators. We will focus on students social-emotional learning as opposed to just the students' academic needs. The school will continue to use cloud9world, a character education curriculum, to model expectations for student behavior and build mentorships with community and faith based partners to support social and emotional learning.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00

Gadsden County Schools

West Gadsden Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	14
Positive Culture & Environment	17
Budget to Support Goals	18

West Gadsden Middle School

200 PROVIDENCE RD, Quincy, FL 32351

www.gadsdenschools.org

Demographics

Principal: Juliette Fisher Jackson

Start Date for this Principal: 6/29/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: D (40%) 2017-18: D (34%) 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	DMT-CYCLE 1
Year	YEAR 1
Support Tier	TIER 2
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

West Gadsden Middle School, in partnership with its parents and community members, seeks to instill in its students high standards for academic scholarship, integrity, leadership, and responsible citizenship.

Provide the school's vision statement

The vision of West Gadsden Middle School is to cultivate a Winning, Growing, mindset for Success through a rich academic environment with rigorous and focused instruction.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Jackson, Sonya	Other	The Administrator on Special Assignment meets with the leadership team on a monthly basis to discuss academic, discipline, and attendance issues. The principal ensure that all staff comply with state, district, and school standards. The members of the administrative team also perform weekly walk-through and provide immediate feedback for a plan of action.
Williams, Shannon	Assistant Principal	
Taylor, Michelle	Instructional Media	
Fisher-Jackson, Juliette	Principal	Instructional leader; turnaround leader. The Principal meets with the leadership team on a monthly basis to discuss academic, discipline, and attendance issues. The principal ensure that all staff comply with state, district, and school standards. The members of the administrative team also perform weekly walk-through and provide immediate feedback for a plan of action.
Dowdell, Keith	Assistant Principal	
Lewis, Sonja	Instructional Coach	

Demographic Information

Principal start date

Monday 6/29/2020, Juliette Fisher Jackson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Native American Students Students With Disabilities White Students
School Grades History	2018-19: D (40%) 2017-18: D (34%) 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	DMT-CYCLE 1
Year	YEAR 1
Support Tier	TIER 2
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 6/29/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	67	74	85	74	75	0	0	0	0	375
Attendance below 90 percent	0	0	0	0	0	3	0	3	5	0	0	0	0	11
One or more suspensions	0	0	0	0	0	16	9	11	26	0	0	0	0	62
Course failure in ELA or Math	0	0	0	0	0	7	0	3	11	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	33	64	76	45	75	0	0	0	0	293

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	11	6	2	9	0	0	0	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	67	74	85	74	75	0	0	0	0	375
Attendance below 90 percent	0	0	0	0	0	3	0	3	5	0	0	0	0	11
One or more suspensions	0	0	0	0	0	16	9	11	26	0	0	0	0	62
Course failure in ELA or Math	0	0	0	0	0	7	0	3	11	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	0	33	64	76	45	75	0	0	0	0	293

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	11	6	2	9	0	0	0	0	28

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	50%	61%	24%	47%	60%
ELA Learning Gains	39%	52%	59%	34%	51%	57%
ELA Lowest 25th Percentile	41%	55%	54%	31%	51%	52%
Math Achievement	35%	57%	62%	32%	57%	61%
Math Learning Gains	39%	52%	59%	32%	50%	58%
Math Lowest 25th Percentile	34%	46%	52%	30%	47%	52%
Science Achievement	26%	47%	56%	7%	43%	57%
Social Studies Achievement	46%	72%	78%	86%	70%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)					Total
	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	34%	41%	-7%	58%	-24%
	2018	20%	38%	-18%	56%	-36%
Same Grade Comparison		14%				
Cohort Comparison						
05	2019	23%	40%	-17%	56%	-33%
	2018	21%	33%	-12%	55%	-34%
Same Grade Comparison		2%				
Cohort Comparison		3%				
06	2019	28%	33%	-5%	54%	-26%
	2018	18%	31%	-13%	52%	-34%
Same Grade Comparison		10%				
Cohort Comparison		7%				
07	2019	21%	40%	-19%	52%	-31%
	2018	33%	33%	0%	51%	-18%
Same Grade Comparison		-12%				
Cohort Comparison		3%				
08	2019	26%	33%	-7%	56%	-30%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	19%	34%	-15%	58%	-39%
Same Grade Comparison		7%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2019	40%	50%	-10%	64%	-24%
	2018	31%	49%	-18%	62%	-31%
Same Grade Comparison		9%				
Cohort Comparison						
05	2019	15%	49%	-34%	60%	-45%
	2018	31%	48%	-17%	61%	-30%
Same Grade Comparison		-16%				
Cohort Comparison		-16%				
06	2019	50%	48%	2%	55%	-5%
	2018	33%	49%	-16%	52%	-19%
Same Grade Comparison		17%				
Cohort Comparison		19%				
07	2019	32%	52%	-20%	54%	-22%
	2018	34%	40%	-6%	54%	-20%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				
08	2019	19%	39%	-20%	46%	-27%
	2018	17%	33%	-16%	45%	-28%
Same Grade Comparison		2%				
Cohort Comparison		-15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	30%	-7%	53%	-30%
	2018	8%	30%	-22%	55%	-47%
Same Grade Comparison		15%				
Cohort Comparison						
08	2019	7%	5%	2%	48%	-41%
	2018	4%	7%	-3%	50%	-46%
Same Grade Comparison		3%				
Cohort Comparison		-1%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	57%	19%	67%	9%
2018	13%	34%	-21%	65%	-52%
Compare		63%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	60%	-15%	71%	-26%
2018	76%	55%	21%	71%	5%
Compare		-31%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	34%	20%	61%	-7%
2018	26%	30%	-4%	62%	-36%
Compare		28%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	27	33	12	27	29	15	24			
ELL	27	33	35	34	34	20	24	25			
BLK	20	35	43	30	35	31	16	35	54		
HSP	36	46	40	42	45	48	35	63	73		
AMI	40										
WHT	44	29		56	50						
FRL	28	41	43	36	40	36	27	47	66		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	18	19	5	23	26	5				
ELL	20	29	24	27	23	27					
BLK	15	31	29	25	26	27	3	73			
HSP	33	36	29	42	40	35	7				
WHT	52	44		48	50		31				
FRL	23	33	33	31	31	27	7	82	29		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	412
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	40
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

The data component that performed the lowest was 8th grade Science. Student achievement in Science has been statistically weaker than any other data component.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

ivics showed the greatest decline. The population of students tested significantly increased.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

ELA achievement overall had the greatest gap when compared to the state average. Teacher turn-over was a contributing factor to the this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall the Science data component showed the most improvement. The utilization of a science interventionalist helped to improve in this area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One or more suspensions

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase student achievement in ELA and Writing
2. Increase student achievement in Science
3. Increase student achievement in Math
4. Decrease student referrals

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Below state average for proficiency
Measureable Outcome:	Plan to improve reading by at least 5%.
Person responsible for monitoring outcome:	Sonja Lewis (lewissonja@gcpsmail.com)
Evidence-based Strategy:	Provide small group and push-in interventions during classroom activities. Utilize iReady data to drive intervention and/or enrichment based on individualized student need.
Rationale for Evidence-based Strategy:	More individualized interventions to assist students with specific skills.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Math proficiency is below state averages. This is a critical area for graduation success.
Measureable Outcome:	Improve math proficiency by at least 2%
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Provide math interventionists to assist with math proficiency
Rationale for Evidence-based Strategy:	Provide a standards based instructional approach Utilize Acaletics to increase exposure and remediation

Action Steps to Implement

1. Provide professional development opportunities to support evidence based instructional practices
2. Provide math interventionists to support small group instruction
3. Ongoing progress monitoring of students' data
4. Create a standards based instructional plan
5. Hold bi-weekly departmental meetings to discuss best practices, data, and additional support

Person Responsible Shannon Williams (williamsha@gcpsmail.com)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Science is critical to graduation and embraces many of the math concepts students must know to graduate college and career ready

Measureable Outcome: Improve science proficiency on FSA and EOCs by at least 5%.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: Provide project based learning to link real world and science.

Rationale for Evidence-based Strategy: Hands on experiences will increase student's chances of understanding more complex concepts.

Action Steps to Implement

1. Identify baseline knowledge
2. Determine level of intervention needed
3. Hire interventionist
4. Provide intervention
5. Progress monitor and evaluate throughout the year to determine if there is a need to revise strategies

Person Responsible Shannon Williams (williamsha@gcpsmail.com)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Out of school suspensions and behavior incidents are above state averages.

Measureable Outcome: Reduce out of school suspensions and behavior incidents by 1%

Person responsible for monitoring outcome: Juliette Fisher-Jackson (fisher-jacksonj@gcpsmail.com)

Evidence-based Strategy: Provide restorative practices and other interventionists to work with students and build relationships.

Rationale for Evidence-based Strategy: Relationships help adults understand students and allow them to better assist students in removing barriers to academic success.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

- 1. Identify baseline reading levels**
- 2. Identify lowest quartile of students**
- 3. Determine which strands need to be improved for these students.**
- 4. Staff PLCs bi-weekly to regular progress monitor and revise strategies as necessary**
- 6. Intensive Reading class for Middle School**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

West Gadsden Middle School will provide full opportunities for participation in parental involvement activities to all parents, students, and community members. Memos and letters announcing various parental involvement activities will be reviewed for ease of readability and to make certain all special populations are included. Accommodations will be provided during parent activities for special populations. There will be a close coordination between the school and the ESOL/EL/Migrant offices to blend activities into each other's plans, to provide appropriate services, and to ensure connections to service providers are made available to parents upon identified need. Translating machines with a Spanish translator will be provided at all major parent meetings and will be available upon request for any other school or teacher parent activities. All Skylert messages will be in English and Spanish and any acronyms in written correspondence will be identified and explained. Spanish translations will be provided for school documents as requested. The school facilities are kept in compliance with regulations regarding access for persons with disabilities. West Gadsden Middle is a parent friendly school. Parents will be provided information during Open House regarding the availability of parent involvement opportunities and resources. West Gadsden Middle School will make every effort and opportunity to make sure all families participate in parent involvement activities and have access to important resources in a language parents can understand. All CDC guidelines will be followed.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: ELA				\$83,783.12
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0052 - West Gadsden Middle School	UniSIG	0.0	\$22,500.00
			<i>Notes: 1 part time degreed paraprofessional to use for push in-pull out small groups at 5 hours a day 180 days a year at \$25 per hour</i>			
	5100	369-Technology-Related Rentals	0052 - West Gadsden Middle School	UniSIG	0.0	\$6,973.12
			<i>Notes: Write Score intervention for students to improve their writing skills</i>			
	6400	130-Other Certified Instructional Personnel	0052 - West Gadsden Middle School	UniSIG	1.0	\$40,000.00
			<i>Notes: Reading Coach</i>			
	6400	210-Retirement	0052 - West Gadsden Middle School	UniSIG	0.0	\$4,000.00
			<i>Notes: retirement @ 10% reading coach</i>			
	6400	220-Social Security	0052 - West Gadsden Middle School	UniSIG	0.0	\$3,060.00
			<i>Notes: FICA @ 7.65% reading coach</i>			
	6400	230-Group Insurance	0052 - West Gadsden Middle School	UniSIG	0.0	\$5,700.00
			<i>Notes: Group Health @ \$5,700 annually</i>			
	6400	232-Life Insurance	0052 - West Gadsden Middle School	UniSIG	0.0	\$350.00
			<i>Notes: Life Insurance @ \$350 annually</i>			
	6400	240-Workers Compensation	0052 - West Gadsden Middle School			\$1,200.00
			<i>Notes: Workers compensation @ 3% reading coach</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$31,960.13
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0052 - West Gadsden Middle School	UniSIG	1.0	\$20,000.00
			<i>Notes: 1 full time paraprofessional at \$20,000</i>			
	5100	510-Supplies	0052 - West Gadsden Middle School	UniSIG	0.0	\$1,780.13
			<i>Notes: Algebra I consumable materials</i>			
	5100	210-Retirement	0052 - West Gadsden Middle School	UniSIG	0.0	\$2,000.00

			<i>Notes: retirement @ 10%</i>			
	5100	220-Social Security	0052 - West Gadsden Middle School	UniSIG	0.0	\$1,530.00
			<i>Notes: FICA@7.65%</i>			
	5100	230-Group Insurance	0052 - West Gadsden Middle School	UniSIG	0.0	\$5,700.00
			<i>Notes: Group health @ \$5,700 annually</i>			
	5100	232-Life Insurance	0052 - West Gadsden Middle School	UniSIG	0.0	\$350.00
			<i>Notes: life insurance @ \$350 annually</i>			
	5100	240-Workers Compensation	0052 - West Gadsden Middle School	UniSIG	0.0	\$600.00
			<i>Notes: workers comp at 3%</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$37,320.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0052 - West Gadsden Middle School	UniSIG	1.0	\$20,000.00
			<i>Notes: 1 full time paraprofessional @ \$20,000 for science</i>			
	5100	210-Retirement	0052 - West Gadsden Middle School	UniSIG	0.0	\$2,000.00
			<i>Notes: retirement @ 10%</i>			
	5100	220-Social Security	0052 - West Gadsden Middle School	UniSIG	0.0	\$1,530.00
			<i>Notes: FICA @ 7.65%</i>			
	5100	230-Group Insurance	0052 - West Gadsden Middle School	UniSIG	0.0	\$5,700.00
			<i>Notes: group health @ \$5,700 annually</i>			
	5100	232-Life Insurance	0052 - West Gadsden Middle School	UniSIG	0.0	\$350.00
			<i>Notes: Life insurance @ \$350 annually</i>			
	5100	240-Workers Compensation	0052 - West Gadsden Middle School	UniSIG	0.0	\$600.00
			<i>Notes: workers compensation @ 3%</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0052 - West Gadsden Middle School	UniSIG	0.0	\$7,140.00
			<i>Notes: 2 TruTouch interactive instruction computerized boards at \$3570 each.</i>			
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$1,155.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

	5100	510-Supplies	0052 - West Gadsden Middle School	UniSIG	0.0	\$1,155.00
			<i>Notes: materials and supplies - additional speakers and cameras for desktop computers to better facilitate a quality remote environment for remote learners (speakers average \$50 per set and cameras at \$30 each) approximately 15 speaker camera sets</i>			
					Total:	\$159,291.25

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 10d

DATE OF SCHOOL BOARD MEETING: October 27, 2020

TITLE OF AGENDA ITEM: Request to Advertise Notice of Intent to Adopt Policies

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

This is to request approval to advertise a Notice of Intent to Adopt/Amend Policies.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Roger Milton

POSITION: Superintendent of Schools

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT’S SIGNATURE: page(s) numbered

CHAIRMAN’S SIGNATURE: page(s) numbered

REVIEWED BY:

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO ADOPT POLICIES**

DATE OF THIS NOTICE: October 27, 2020

The School Board of Gadsden County, Florida hereby gives notice of its intent to adopt/amend Gadsden County School Board Policies.

PURPOSE AND EFFECT: The purpose and effect of this policy amendment is to establish rules that govern processes while conducting business on behalf of the Board.

RULEMAKING AUTHORITY: Subsection 1001.41(2), Florida Statutes

LAWS IMPLEMENTED: 1000.21, 1001.41, 1001.42, 1001.43, 1001.51, 1002.20, 1002.31, 1002.38, F.S.

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to adopt/amend School Board Policies for the effective operation of the Gadsden County School District consistent with requirements of Florida Statutes and Federal Regulations.

**A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M.
ON:** Tuesday, December 15, 2020

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE:

Roger P. Milton
Superintendent of Schools

NAME OF THE PERSON WHO APPROVED THIS RULE:

Roger P. Milton
Superintendent of Schools

DATE OF SUCH APPROVAL: October 27, 2020

A COPY OF THE POLICIES PROPOSED FOR ADOPTION MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Roger P. Milton, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

CHAPTER 2.00 - SCHOOL BOARD GOVERNANCE AND ORGANIZATION

PROHIBITED DISCRIMINATION, INCLUDING SEXUAL AND OTHER FORMS OF HARASSMENT

2.70*+

I. Policy Against Discrimination

- A. ~~No person shall, on the basis of race, color, religion, gender, age, ethnicity, national origin, marital status, disability, political or religious beliefs, national or ethnic origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.~~
- A. The School Board of Gadsden County, Florida prohibits all forms of unlawful discrimination against students, employees and other persons in all aspects of the District's programs, activities and operations. The term "unlawful discrimination" encompasses any unlawful policy, practice, conduct, or other unlawful denial of rights, benefits, or privileges that is based on any legally protected status or classification under applicable federal, state, or local law including but not limited to race (including anti-semitism), color, religion, gender, age, marital status, sexual orientation, pregnancy, disability, political or religious beliefs, national or ethnic origin, or genetic information. Various state and federal laws establish the actions that do (and do not) constitute unlawful discrimination with respect to each protected status or classification. Where applicable, unlawful harassment that is based on a legally-protected status is one form of unlawful discrimination.
- B. The School Board shall comply with all state and federal laws, which prohibit discrimination and are designed to protect the civil rights of applicants, employees, and/or students, or other persons protected by applicable law.
- C. The School Board shall admit students to District Schools, programs, and classes without regard to race, color, religion, gender, age, national or ethnic origin, marital status, disability or handicap.

II. Policy Against Sexual Harassment or Other Forms of Harassment Prohibited by Law

- A. The School Board desires to maintain an academic and work environment in which all employees, volunteers, and students are treated with respect and dignity.

©EMCS

Adopted: 10/22/2019

Revised: 00/00/0000

Gadsden 2.70*+

A vital element of this atmosphere is the Board's commitment to equal opportunities and the prohibition of discriminatory practices. The board's prohibition against discriminatory practices includes prohibitions against sexual harassment, or any other form of harassment based upon a person's membership in a protected class and specifically prohibited by applicable state or federal law. The School Board forbids sexual harassment, or any other form of illegal harassment, of any employee, student, volunteer or visitor. The Board will not tolerate sexual harassment, or any other form of illegal harassment by any of its employees, students, volunteers or agents.

- B. The prohibition against discrimination including sexual and other forms of illegal harassment shall also apply to non-employee volunteers who work subject to the control of school authorities, and to all vendors or service providers who have access to School Board facilities.

III. Definition of Sexual Harassment

- A. Prohibited sexual harassment includes, but is not limited to, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for employment or academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance or employment, unreasonably interfering with the individual's education or employment, or creating an intimidating, hostile, or offensive educational or employment environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding any term or condition of employment, employment or academic benefits, or services, honors, programs, or activities available at or through the school.

- B. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Graphic verbal comments about an individual's body or appearance.
2. Sexual jokes, notes, stories, drawings, pictures or gestures.

3. Sexual slurs, leering, threats, abusive words, derogatory comments or sexually degrading descriptions.
4. Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for sexual favors, including but not limited to repeated unwelcome requests for dates.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.
7. Cornering or blocking normal movements.
8. Displaying sexually suggestive drawings, pictures, written materials, and objects in the educational environment.

IV. Definition of Other Forms of Prohibited Harassment

- A. Illegal harassment on the basis of any other characteristic protected by state or federal law is strictly prohibited. This includes verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, sexual preference, national origin, age, disability, marital status, citizenship or any other characteristic protected by law and that:
 1. Has the purpose or affect of creating an intimidating, hostile or offensive work or academic environment;
 2. Has the purpose or effect of interfering with an individual's work or academic performance; or
 3. Otherwise, adversely affects an individual's employment or academic performance.
- B. Examples of prohibited actions, which may constitute harassment include, but are not limited to, the following:
 1. Epithets, slurs, negative stereotyping, humiliation, dehumanizing gestures;
 2. Threatening, intimidating or hostile acts, such as stalking, social exclusion; or

3. Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is posted on social media, placed on walls or elsewhere on the school or district office premises or circulated in the workplace or academic environment.

V. Retaliation Prohibited

- A. Any act of retaliation against an individual who files a complaint alleging a violation of the District's anti-discrimination policy and/or sexual or illegal harassment policy or who participates in the investigation of a discrimination complaint is prohibited.
- B. Retaliation may include, but is not limited to, any form of intimidation, reprisal or harassment based upon participation in the investigation if, or filing a complaint of, discrimination.

VI. Procedures for Filing Complaint of Discrimination, Sexual Harassment, or Other Form of Illegal Harassment

A. Complaints. Procedures for filing.

1. Any person who believes that he or she has been discriminated against, or placed in a hostile environment based on gender, marital status, sexual orientation, race, national origin, religion, age or disability by an employee, volunteer, agent or student of the School District should within 60 days of alleged occurrence file a written or oral complaint. The complaint should set forth a description of the alleged discriminatory actions/harassment, the time frame in which the alleged discrimination occurred, the person or persons involved in the alleged discriminatory actions, and any witnesses or other evidence relevant to the allegations in the complaint.
2. The complaint should be filed with the School Principal, Site Administrator, or supervisor. Complaints filed with the Principal, Site administrator, or supervisor must be forwarded to the District's EEO Officer within five (5) days of the filing of the complaint. If the complaint is against the principal or site administrator, the complaint may be filed directly with the EEO officer.
3. If the complaint is against the District's EEO Officer, the Superintendent, or other member of the School Board, the complaint may be filed with the School Board Attorney.

B. Procedure for Processing Complaints

1. Complaints filed against persons other than the Superintendent or member of the School Board:
 - (i) Upon receipt of the written complaint by the District EEO Officer, the District EEO Officer shall appoint an investigator to conduct an investigation of the allegations in the complaint. The investigator shall interview the complainant and the accused; interview any witnesses identified by the complainant, accused, or by other sources; take statements from all witnesses; and review any relevant documents or other evidence. Upon completing a review of all evidence relevant to the complaint, the investigator shall prepare a written summary of the investigation, and make a recommendation to the District EEO Officer as to whether there is reasonable cause to believe a violation of the District's anti-discrimination policy has occurred. Copies of documents, evidence and witness statements which were considered in the investigation must be sent to the EEO officer along with the summary and recommendation.
 - (ii) If the complaint is against the EEO officer, the School Board Attorney shall appoint an investigator, who shall conduct an investigation in the manner set forth in Section 2(a)(1) above.
 - (iii) The investigation, summary, relevant documents, witnesses' statements and recommendation should be completed and forwarded to the EEO Officer within 30 days, or to the School board Attorney within 30 days, if the complaint is against the EEO Officer. The EEO Officer, or School Board Attorney, respectively, shall review the investigation summary, evidence and recommendation, and determine within ten (10) days whether there is reasonable cause to believe a discriminatory practice occurred.
 - (iv) If the EEO Officer or School Board Attorney determines there is reasonable cause to believe a violation of the nondiscriminatory policy occurred, he or she shall within ten (10) days provide notice of the reasonable cause finding to the complainant and the accused. The EEO Officer or School Board Attorney shall then forward the investigatory file, reasonable cause determination, and all related documents and evidence, to the Superintendent.

- (v) If the EEO Officer or School Board Attorney determines, after a review of the investigation, summary, recommendation and other evidence, that there is no reasonable cause to believe a discriminatory practice occurred, he or she shall provide within ten (10) days notice of the finding of no reasonable cause to the complainant and accused.
- (vi) The complainant may request a no reasonable cause finding by the EEO Officer or School Board Attorney be reviewed by the Superintendent within ten (10) days of receipt of this notice. The complainant shall provide a written statement detailing facts in support of his or her disagreement with the determination. The complainant will also be given an opportunity to meet with the Superintendent and EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney shall prepare a written memorandum summarizing the content of the conference to be included in the complaint file. The Superintendent shall within ten (10) days of receipt of the notice make a final determination as to whether there is reasonable cause to believe a discriminatory practice occurred.
- (vii) If review by the Superintendent is not timely requested, the EEO Officer or School Board Attorney's determination of no reasonable cause shall be final.
- (viii) The accused may request, within ten (10) days of receipt of a notice of a finding of reasonable cause, that the determination be reviewed by the Superintendent. The request must include a written statement expressing the accused's position on the complaint and findings, and address any facts, statements or evidence which he or she submits are inaccurate. The accused will be given an opportunity to meet with the Superintendent and the EEO Officer/School Board Attorney to present his or her position. The Superintendent and EEO Officer/School Board Attorney must within ten (10) days of receipt of the notice prepare a memorandum summarizing the content of the meeting to be included in the complaint file.
- (ix) After providing the opportunity for an informal hearing as referenced in section (viii) above, the Superintendent shall evaluate all the evidence, the investigation summary, recommendations and findings, along with any input by the accused and complainant, and make a final determination as to whether there is reasonable cause

to support the complainant's allegations. He or she shall then determine any necessary disciplinary, remedial, or other action. Notice of the final disposition of the complaint and any disciplinary and/or remedial action shall within ten (10) days of the informal hearing be forwarded to the accused and the complainant, and a copy of will be filed with and maintained in the office of the District EEO Officer and the Personnel Director.

2. Complaints against School Board Members or against the Superintendent:
 - (i) Complaints against School Board Members or the Superintendent shall be filed with the School Board Attorney. The School Board Attorney will within twenty (20) days appoint an outside, independent investigator to conduct an investigation and make a recommendation as to whether a discriminatory practice has occurred. It is recommended, but not mandatory, that the investigator be an attorney familiar with federal and state law prohibiting discrimination on the basis of a protected status.
 - (ii) The complainant and accused shall be interviewed by the outside investigator. Both shall provide written lists of witnesses to be interviewed, and documents or other evidence to be reviewed as relevant to the complaint. The investigator shall interview all witnesses identified by the complainant or accused, in addition to witnesses with relevant knowledge which the investigator may discover from other sources. The investigator shall also review relevant documents and other evidence. The investigator shall within twenty (20) days of receiving the complaint prepare a written summary of his or her investigation, and a recommendation to the School Board Attorney as to whether there is reasonable cause to believe that a discriminatory practice may have occurred.
 - (iii) If reasonable cause is recommended by the investigator against a School Board Member or an elected Superintendent, the recommendation shall within twenty (20) days be forwarded to the Governor's office to determine if there is evidence that a misfeasance or malfeasance of office occurred. The Governor's Office will be responsible for taking any necessary action in accordance with applicable law with reference to an elected official. The School Board shall receive and make the final determination if the Superintendent is appointed by the Board.

- (iv) A finding of no reasonable cause by the outside investigator, which is reviewed and confirmed by the School Board Attorney shall be final. In compliance with Florida Statute, the investigation file shall become public record and the Superintendent or School Board Member shall answer to their constituency.

C. Penalties for confirmed Discrimination or Harassment

- 1. Student. A substantiated allegation of discrimination or harassment against a student shall subject that student to disciplinary action consistent with the Code of Student Conduct.
- 2. Employee or Volunteer. A substantiated allegation of discrimination or harassment against an employee may result in disciplinary actions including termination and referral to appropriate law enforcement authorities. A volunteer shall be removed from service and a referral may be made to appropriate law enforcement authorities.

D. Limited Exemption from Public Records Act and Notification of Parents of Minors

- 1. To the extent possible, complaints will be treated as confidential and in accordance with Florida Statutes and the Family Educational Rights and Privacy Act (“FERPA”). Limited disclosure may be necessary to complete a thorough investigation as described above. The district’s obligation to investigation and take corrective action may supersede an individual’s right to privacy
- 2. The parents of a person under the age of 18 who has filed a complaint of discrimination and/or harassment shall be notified within three (3) days of receipt of a complaint.

STATUTORY AUTHORITY: 120.54; 1001.41, 1001.42; 1012.23, F.S.

LAWS IMPLEMENTED: 112.51; 119.07; 760.01 ET SEQ., 1000.05; 1000.21; 1001.43; 1012.22, F.S.; 34 CFR 99; 34 CFR 200.43(C); P.L. 201-44, CODE OF FEDERAL REGISTER

STATE BOARD OF EDUCATION RULE: 6A-19.001 ET. SEQ.

HISTORY: ADOPTED:
REVISION DATE(S): 2/15/03, 7/15/03
FORMERLY: 2.29, 2.291, 2.71, 2.72, 2.81

CHAPTER 3.00 - SCHOOL ADMINISTRATION

SUICIDE PREVENTION

3.14+

- I. The School Board is committed to protecting the health, safety and welfare of its students and school community. The Board recognizes that suicide is one of the leading causes of death for Florida's youth. It is critical for families and community members to communicate with and provide information to school staff to identify students at risk of suicide.
- II. The Board directs all school district staff members to be alert to a student who exhibits warning signs of self-harm or who threatens or attempts suicide. Any such warning signs or the report of such warning signs from another student or staff member shall be taken with the utmost seriousness and reported immediately to the Principal or designee.
- III. The Superintendent shall develop procedures to ensure that this policy is carried out in each of the District schools. The Superintendent will prepare and disseminate guidelines to assist school district staff members in recognizing the warning signs of a student who may be contemplating suicide, to respond to a threat or attempted suicide. The Superintendent will develop an intervention plan for in-school suicide attempts, out of school suicide attempts and an appropriate re-entry process, including a re-entry meeting to discuss the development of a safety plan and additional interventions or supports.
- IV. Professional development training in youth suicide prevention opportunities shall be provided to student personnel services staff, administration and instructional staff. A two (2) hour continuing education program of youth suicide awareness and prevention training, utilizing training materials from the list approved by the Florida Department of Education (FLDOE) is also available for all district staff in all job categories as well as other adults on campus who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide. Instruction about how to identify appropriate mental health services and how to refer youth and their families to those services should be included in the program. If all instructional personnel at a District school participate in the two (2) hour training the school will be considered a "Suicide Prevention Certified School".
- V. The Principal shall immediately contact the parent(s) of the student exhibiting warning signs of suicide to inform the parent(s) the student will be referred to a school-based mental health services provider to perform either the C-SSRS or SAFE-T suicide risk assessment prior to determining whether the student requires an involuntary examination (Baker Act).

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1012.583, F.S.

STATE BOARD OF EDUCATION RULE(S):

HISTORY:

ADOPTED: _____

REVISION DATE(S): _____

FORMERLY: NEW

DRAFT

CHAPTER 3.00 - SCHOOL ADMINISTRATION

AUTOMATIC EXTERNAL DEFIBRILLATORS

3.25+

- I. The School Board authorizes the use of an automatic external defibrillator (AED) in a perceived medical emergency.
- II. All persons who are reasonably expected to use an AED shall be trained to use the device. Employees or volunteers expected to use an AED must complete a course in cardiopulmonary resuscitation (CPR) or a basic first aid course which includes CPR and demonstrated proficiency in the use of a defibrillator.
- III. Each school that is a member of the Florida High School Athletic Association shall have an operational AED on school grounds. The device shall be available in a clearly marked and publicized location for all athletic activities, including those held outside of the school year. The location of the device shall be registered with the local emergency medical services director. All persons reasonably expected to use the device shall be notified annually in writing of the location of each AED on school grounds
- IV. The Superintendent or designee shall develop procedures to implement this policy. The procedures shall be reviewed and approved by the local emergency medical services director.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

**401.2915, 768.1325, 1001.42,
1001.43, 1006.165, F.S.**

HISTORY:

**ADOPTED: _____
REVISION DATE(S): _____
FORMERLY: NEW**

CHAPTER 3.00 - SCHOOL ADMINISTRATION

SAFE AND SECURE SCHOOLS

3.40+

I. Introduction

The Gadsden County District School Board has as its first obligation to provide a safe, secure and orderly learning environment in all schools and at all sponsored activities for students, school personnel, and other persons.

II. Orderly Environment

An orderly environment can only be achieved by developing procedures to control students, personnel, and other persons on school property and attending School Board or school sponsored events or activities. All procedures shall reflect the following policy provisions:

- A. No person other than a student and employee of a school site shall be on a school campus during school hours unless they are in compliance with Policy 9.60, Visitors.
- B. A student who is suspended or expelled is not in good standing and is not permitted on the school campus, school grounds, or at a school sponsored activity.
- C. Any person on a school campus or school grounds not in accordance with this policy is hereby declared to be a trespasser and shall be asked to leave immediately by any staff member. Each principal shall keep a log of such incidents which shall provide the name of the person asked to leave and other pertinent information. If said person shall again be seen upon the school campus or school grounds, any staff member shall immediately notify the principal or appropriate local law enforcement officials without further warning.
- D. Individuals who enter School Board property, activity, or School Board meeting without a legitimate reason and create a disturbance or refuse to leave the property or activity when asked by the Board chairperson, Superintendent/designee, principal or person in charge are subject to criminal penalty as provided in Florida Statutes. The person in charge shall contact appropriate law enforcement officials in cases of disruptive activity or refusal to leave the school property or activity and take appropriate actions to have the offender punished as prescribed by law. The Superintendent shall be notified of any such action at schools or school activities.
- E. No person except law enforcement and security officers may have in his/her possession any weapon, illegal substance, or dangerous substance while on school property or at school events.

III. The following emergency response agency(ies) will notify the District in the event of an emergency:

<u>Emergency Response Agency</u>	<u>Type of Emergency</u>
<u>Quincy Fire Department</u>	<u>Emergency Medical Response/Fire Prevention</u>
<u>Gadsden County Sheriff's Department</u>	<u>Public Safety/First Responder</u>
<u>Quincy Police Department</u>	<u>Public Safety/First Responder</u>
<u>Havana Police Department</u>	<u>Public Safety/First Responder</u>
<u>Chattahoochee Police Department</u>	<u>Public Safety/First Responder</u>
<u>Gretna Police Department</u>	<u>Public Safety/First Responder</u>
<u>Midway Police Department</u>	<u>Public Safety/First Responder</u>
<u>Gadsden County Emergency Management</u>	<u>Emergency Operations (Weather related disaster)</u>

IV. Safety, Security and – Emergency Plans

- A. The Superintendent shall develop a School Safety and Security Plan with input from representatives of the local law enforcement agencies, the local Fire Marshall(s), representative(s) from emergency medical services; building administrators, representative(s) from the local emergency management agency, School Resource Officer(s) and/or representative(s) of the Gadsden County Health Department.
- B. As required by state law, the Superintendent shall require the use of the Safe School Assessment Survey based on the School Safety and Security Best Practices Indicators created by FL DOE Safe School Assessment Tool (FSSAT) to conduct a self-assessment of the District's current safety and security practices.
- C. Upon completion of these self-assessments, the Superintendent shall convene a safety and security review meeting for the purpose of (a) reviewing the current School Safety and Security Plan and the results of the self-assessment; (b) identifying necessary modifications to the plan; (c) identifying additional necessary training for staff and students; and (d) discussing any other related matters deemed necessary by the meeting participants.
- D. The Superintendent shall present the findings of the safety and security review meeting to the Board for review and approval appropriate school safety, emergency management and preparedness plans. The Superintendent shall make any necessary recommendations to the Board that identify strategies and activities that the Board should incorporate into the School Safety and Security Plan and/or implement in order to improve school safety and security. The School Safety and Security Plan is, however, confidential and is not subject to review or release as a public record.
- E. The Superintendent shall report the self-assessment results and any action taken by the Board to review the School Safety and Security Plan to the Commissioner of Education within thirty (30) days after the Board meeting.

- F. Emergency management and preparedness plans shall include notification procedures for weapon use and hostage situations, hazardous materials and toxic chemical spills, weather emergencies, and exposure resulting from a manmade emergency.
 - G. Emergency management and preparedness procedures for active shooter situations shall engage the participation of the district school safety specialist, threat assessment team members, faculty, staff and students for each school and be conducted by the law enforcement agency or agencies designated as first responders to the school's campus.
 - H. Each school shall develop and maintain an up-to-date plan based upon the uniform guidelines and including the provisions of Florida law, State Board of Education rules, and other applicable regulations.
 - I. Copies of school plans shall be provided county and city law enforcement agencies, fire departments, and emergency preparedness officials.
- V. Threat Assessment
- A. The primary purpose of a threat assessment is to minimize the risk of targeted violence at school. The Board's threat assessment process is designed to be consistent with the process set forth in the joint U.S. Secret Service and U.S. Department of Education publication. Threat Assessment in Schools: a Guide to Managing Threatening Situations and to creating Safe School Climates for identifying, assessing, and managing students who may pose a threat. The goal of the threat assessment process is to take appropriate preventative or corrective measures to maintain a safe school environment, protect and support potential victims, and provide assistance, as appropriate, to the student being assessed. The threat assessment process is centered upon an analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to cause physical harm and is engaged in planning or preparing for that event.
 - B. The Board authorizes the Superintendent to create building-level, trained threat assessment teams. Each team shall be headed by the principal and shall include a person with expertise in counseling (school/psychological), instructional personnel, and law enforcement (school resource officer) and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self.
 - 1. The threat assessment team will be responsible for the assessment of individuals whose behavior may pose a threat to the safety of school staff and/or students and coordinating resources and interventions for the individual.
 - 2. Upon a preliminary determination that a student poses a threat of violence or physical harm to him/herself or others, the threat assessment team may obtain criminal history record information. The team must

immediately report its determination to the Superintendent who must immediately attempt to notify the student's parent or legal guardian. The team will coordinate resources and interventions to engage behavioral and or mental health crisis resources when mental health or substance abuse crisis is suspected.

3. The threat assessment team must plan for the implementation and monitoring of appropriate interventions to manage or mitigate the student's risk for engaging in violence and increasing the likelihood of positive outcomes.
4. Upon the student's transfer to a different school, the threat assessment team must verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

VI. Safety – Procedures

- A. School alarms shall be monitored on a weekly basis and malfunctions shall be reported for immediate repair.
- B. A safety program shall be established consistent with the provisions of this Policy.
- C. Emergency evacuation drills (fire, hurricane, tornado, active shooter/hostage situation, other natural disaster, and school bus) shall be held in compliance with state requirements and formulated in consultation with the appropriate public safety agencies. Each principal, site administrator or transportation official is responsible for
 1. Developing and posting emergency evacuation routes and procedures;
 2. Assigning and training all staff members in specified responsibilities to ensure prompt, safe and orderly evacuation;
 3. Identifying and reporting hazardous areas requiring corrective measures; and
 4. Preparing and submitting a written report of each emergency evacuation drill to the District office.
- D. In the event of an emergency, the Superintendent is authorized to dismiss early or close any or all schools. Except that the principal may dismiss the school when the Superintendent or designee cannot be contacted and an extreme emergency exists endangering the health, safety, or welfare of students. Any such actions shall be reported immediately to the Superintendent or designee along with a statement describing the reasons for the action. Such report shall be submitted to the School Board at the next regular meeting unless a special meeting is held relating to the emergency.

VII. Safety – Violence Prevention

- A. The Superintendent shall develop a violence prevention plan for use by each school that establishes policies and procedures for the prevention of violence on

school grounds; including assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community.

- B. Training in identification of potentially violent behaviors and the procedures to be implemented shall be provided to personnel of the schools.

VIII. Security

- A. The Superintendent shall establish and implement a Domestic Security Plan consistent with the requirements of the National Incident Management System (NIMS).
- B. The Superintendent shall develop and implement guidelines and procedures for reviewing each school's security provisions.
- C. Designate an administrator as the school safety specialist for the District.
- D. A review of each school's security provisions shall be conducted annually by the principal with a written report submitted to the Superintendent or designee for submission to the Board for review.
- E. Each school's emergency plan shall include security provisions including emergency lockdown procedures. In the event of an emergency necessitating a lockdown, any employee is authorized to activate a code red lockdown.
- F. Establishing policies and procedures for the prevention of violence on school grounds; including assessment of and intervention with individuals whose behavior poses a threat to the safety of the school community, adhering to background screening procedures for all staff, volunteers and mentors.
- G. Security trailers may be located on school property.
- H. All perimeter gates and classroom doors must be locked/secured during the school day when students are present on campus.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

**316.614, 1001.43, 1001.51,
1006.062, 1006.07, 1006.145,
1006.1493, 1006.21, 1013.13, F.S.**

STATE BOARD OF EDUCATION RULE(S):

6A-1.0403, 6A-3.0171

HISTORY:

**ADOPTED: 10/22/19
REVISION DATE(S): _____
FORMERLY:**

CHAPTER 3.00 - SCHOOL ADMINISTRATION

BACKGROUND SCREENING FOR CONTRACTORS

3.68+

- I. Contractual personnel who are permitted access on school grounds when students are present, who have direct contact with students or who have access to or control of school funds must meet level two (2) screening requirements as described in Florida Statutes. Contractual personnel shall include any vendor, individual or entity under contract with a school or the School Board. Each vendor, individual contractor or employee of a contractor as described in this section must provide verification that he/she has met the level two (2) screening requirements prior to accessing a school campus and provide evidence of compliance with Florida Statute Section 448.095 (evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number).
- II. An employee or contractor of an employer who offers a high school student internship(s) must meet level 2 background screening requirements if he/she has direct, unsupervised access to the student intern(s).
- III. The District shall issue a state identification badge that is valid for five (5) years to a contractor who meets level 2 screening requirements. The recipient of the badge shall be responsible for paying a fee established by the Department of Education. The badge shall bear the picture of the contractor and must be visible at all times the contractor is on school grounds.
- IV. The District shall recognize the uniform statewide identification badge that has been issued by another school district.
- V. A noninstructional contractor who has been convicted of any disqualifying offense, as defined in Florida Statutes, shall not have access to school grounds when students are present.
- VI. Contractual personnel must also meet the level two (2) screening requirements every five (5) years following entry into a contract. If the fingerprints of an individual under contract with the School Board have not been retained by the Florida Department of Law Enforcement, the individual must submit a complete set of fingerprints to the District.
- VII. Each person under contract as described in sections I. and II. must agree to inform the party with whom he/she is under contract within forty-eight (48) hours if convicted of any disqualifying offense while under contract. The individual shall also be responsible

for returning the badge within forty-eight (48) hours to the district that issued the badge. If it is found that a person under contract does not meet the level two (2) requirements, the individual shall be immediately suspended from working in a contractual position and shall remain suspended until final resolution of any appeals. A person who is working with an intern will not be allowed to continue in an unsupervised situation.

- VIII. The following noninstructional contractors shall be exempt from level 2 screening:
- A. A contractor who is under direct, line of sight supervision of a District employee or contractor who has met level 2 screening requirements;
 - B. A contractor who is required by law to undergo level 2 screening for licensure, certification, employment, or other purpose and provides appropriate documentation;
 - C. A law enforcement officer who is assigned or dispatched to school grounds;
 - D. An employee or medical director of a licensed ambulance provider who is providing services;
 - E. A contractor at a site where students are not permitted and a six (6) foot chain link fence separates the work site from the remainder of the school grounds; or
 - F. A contractor who provides pickup or delivery services that involve brief visits to school grounds when students are present.
- IX. A noninstructional contractor, as described in section VIII., who is exempt from level 2 screening shall be subject to a search of the registry of sexual offenders and sexual predators maintained by the Florida Department of Law Enforcement and the National Sex Offender Public Registry maintained by the U.S. Department of Justice. The District shall conduct the registry search without charge to the contractor. If a contractor is identified as a sexual predator or offender and not allowed on school grounds, the District shall notify the vendor, individual or entity under contract within three (3) business days.
- X. The Superintendent shall develop procedures to implement this policy.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

**288.061, 448.095, 1001.43, 1003.496, 1012.32,
1012.465, 1012.467, 1012.468, F.S.**

HISTORY:

ADOPTED: 10/22/2019
REVISION DATE(S): _____
FORMERLY: NEW

DRAFT

CHAPTER 4.00 - CURRICULUM AND INSTRUCTION

EXERTIONAL HEAT ILLNESS

4.23*+

I. Purpose of policy:

This policy describes the best practice procedures for the prevention, monitoring, and when necessary, the treatment of exertional heat illnesses for students/athletes, faculty, and staff of The Gadsden County School District. This policy applies to all staff members, including but not limited to athletic trainers, physicians, athletic administrators, coaches, strength and conditioning staff, and school administrators who are associated with activities where heat illness poses a risk, including but not limited to, outdoor and indoor activities where high temperature and specifically, high humidity environmental risks are present (e.g., athletics, intramurals, course instruction, marching band). Exertional heat illness includes exercise-associated muscle cramps, heat syncope, heat exhaustion, and exertional heat stroke (EHS)). Current best practice guidelines suggest that the risk of exertional heat injuries can be minimized with heat acclimatization and diligent attention to monitoring individuals participating in activities that place them at a higher risk for these types of injuries. In the event an athlete sustains a heat illness, immediate and proper treatment is necessary.

II. Definitions:

- A. Acclimatization – The process of gradually increasing the intensity of activity in a progressive manner that improves the body’s ability to adapt to and tolerate exercise in the heat. The acclimatization period is defined as the first 14 calendar days of a student-athletes’ participation, beginning with the first allowable date of practice in the sport of the first day an athlete begins official practice, whichever is later.
- B. Wet Bulb Globe Temperature – The WBGT is a measurement tool that uses ambient temperature, relative humidity, wind, and solar radiation from the sun to get a comprehensive measure that can be used to monitor environmental conditions during exercise. WBGT is different than heat index, as it is a more comprehensive measurement of environmental heat stress on the body.
- C. Non-Practice Activities – Activities that include meetings, injury treatment, and film study.
- D. Practice – The period of time that a student-athlete engages in coach-supervised, school approved sport or conditioning related-activity. Practice time includes from the time the players report to the field until they leave.

- E. Walk Through – A period of time where players are reviewing positional strategy and rehearsing plays. Players do not experience contact and thus they do not wear equipment and the intensity of the activity is minimal often involving walking. This period of time shall last no more than one hour. It is not considered part of the practice time regulation. It may not involve conditioning or weight room activities. Players may not wear protective equipment during the walk through.
- F. Recovery Time – This period of time is defined as non-activity time outside of practices or games. NO ACTIVITY, including non-practice activity, can occur during this time. When it is possible, proper recovery should occur in an air-conditioned facility for a minimum of 3 hours in duration.
- G. Rest Breaks – This period of time occurs during practice and is a non-activity time that is in a ‘cool zone’ out of direct sunlight.
- H. Exertional Heat Stroke (EHS)– Defined as having a rectal temperature over 104°F-105°F (40.5°C), and central nervous system dysfunction (e.g. irrational behavior, confusion, irritability, emotional instability, altered consciousness, collapse, coma, dizzy, etc.).
- I. Cooling Zone- An area out of direct sunlight with adequate air flow to assist in cooling. A cold-water or ice tub and ice towels should be available to immerse or soak a patient with suspected heat illness This may be outdoors or indoors depending on proximity to field.
- J. Qualified Health Care Professional (OHP) - As defined by the American Medical Association (AMA), “is an individual who is qualified by education, training, licensure/regulation (when applicable), and facility privileging (when applicable) who performs a professional service within his/her scope of practice and independently reports that professional service.”
- K. Hypohydration- (reduced hydration status) is a deficit of body water that is caused by acute or chronic dehydration.
- L. Central Nervous System dysfunction- includes any sign or symptom that the central nervous system is not working properly, including: dizziness, drowsiness, irrational behavior, confusion, irritability, emotional instability, hysteria, apathy, aggressiveness, delirium, disorientation, staggering, seizures, loss of consciousness, coma, etc.
- III. Monitoring Heat Stress - Schools must monitor heat stress. Heat stress is determined by measuring the ambient temperature, humidity, wind speed, sun angle and cloud cover at

the site of the athletic activity. School are required to follow and adhere to the guidelines set forth by the FHSAA for heat stress readings.

- A. A pre-participation history and physical exam is required. Individuals with risk factors will be identified and counseled on heat illness.
 - B. The athletic trainer or persons responsible will be notified of individuals with pre-existing conditions that place the individual at risk of exertional illness.
 - C. Coaches will be notified of individuals at higher risk as needed.
- IV. Each athletic coach involving outdoor practices or events shall annually complete training in exertional heat illness identification, prevention, and response, including the effective administration of cooling zones.
- V. Environmental Monitoring and Activity modification/Cancellation
- A. Environmental monitoring will occur utilizing a WBGT device (insert school device here)
 - B. Environmental monitoring will occur any time it is warm outside (i.e. over 70°F)
 - C. Environmental monitoring and activity modifications may be necessary for certain types of indoor facilities.
 - D. Monitoring of WBGT will occur every 30 minutes beginning at the scheduled practice time.
 - E. All environmental monitoring will be recorded and stored either hard copy or electronically.
 - F. Modifications will be made in accordance with the best practice guidelines for our region. (School District) is in the southern region and will follow the guidelines based on the Florida High School Athletic Association policy.
- VI. Acclimatization protocols apply to all sports. Days 1 through 5 of the heat acclimatization period consists of the first 5 days of formal practice. During this time, athletes may not participate in more than one (1) practice per day. If a practice is interrupted by inclement weather or heat restrictions, the practice will recommence once conditions are deemed safe. Total practice time will not exceed 3 hours in a single day. A 1-hour maximum walk-through is permitted during days 1-5 of the heat acclimatization

period. A 1-hour recovery period will take place between the practice and walk-through (or vice versa).

- VII. Student-athletes who participate in activities that last for an extended amount of time or multiple activities in a day should be provided electrolytes to assist in rehydration. Rest breaks must involve unlimited hydration intake and rest without any activity involved.
- VIII. Coaches are required to adopt a heat injury prevention philosophy by promoting unrestricted access to water at all times. A student-athlete should never be denied access to water.
- IX. The school's emergency action plan must include a procedure for onsite cooling using cold-water immersion or equivalent means before a student-athlete is transported to a hospital for exertional heatstroke.
- X. Cooling zones must be available for each outdoor athletic contest, practice, workout, or conditioning session. Cooling zones must include the immediate availability of cold-water immersion tubs or equivalent and may also include ice sponges and towels or tarps that can be filled with ice and wrapped around individuals to rapidly cool internal body temperature. An employee or volunteer trained to administer cold-water immersion must be present.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1006.165, F.S.

HISTORY: _____ **ADOPTED:** _____
_____ **REVISION DATE(S):** _____
_____ **FORMALLY: NEW**

CHAPTER 5.00 – STUDENTS

NOTIFICATION OF INVOLUNTARY EXAMINATION

5.55*+

- I. The principal or designee shall immediately notify the parent, as defined by law, of a student who is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination.
- II. The principal or designee may delay the notification to the parent for up to twenty-four (24) hours if the delay is considered in the student’s best interest and if a report has been submitted to the central abuse hotline due to knowledge or suspicion of abuse, abandonment, or neglect.
- III. Before contacting a law enforcement officer, a principal or designee must verify that de-escalation strategies have been utilized and outreach to a mobile response team has been initiated unless the principal or designee reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others.
- IV. The Superintendent shall develop procedures for the notification of parents and for reporting, if appropriate, alleged child abuse, abandonment, or neglect to the central abuse hotline when a student is taken to a facility for an involuntary examination. The procedures shall be contained in the *Health Services Manual*.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

381.0056, 394.463, 1001.21, 1002.20, 1006.062, F.S.

HISTORY:

**ADOPTED: 10/22/19
REVISION DATE(S): _____
FORMERLY: NEW**

CHAPTER 5.00: STUDENTS

BULLYING AND HARASSMENT

5.321*

I. Statement Prohibiting Bullying and Harassment

- A. It is the policy of the Gadsden County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying or harassment of any type against any students, employees, visitors, volunteers or agents who work on school related activities, subject to the control of school officials. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.
- B. The District upholds that bullying or harassment of any student or school employee, visitor, volunteer or agent is prohibited:
1. During any education program or activity conducted by a public K- 12 educational institution;
 2. During any school-related or school-sponsored program or activity;
 3. On a school bus of a public K-12 educational institution;
 4. Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K- 12 education institution within the scope of the School District, meaning regardless of ownership, any computer, computer system, computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
 5. Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by the School District or a school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school. School staff is not required to monitor any non-school-related activity, function, or program.

II. Definitions

- A. Accused is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person in the school or outside the school at school-sponsored events, on school buses, and at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally or in writing, of bullying.
- B. Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school performance or participation and is often characterized by an imbalance of power. Bullying may involve but is not limited to
- i. Unwanted Teasing;
 - ii. Social Exclusion;
 - iii. Threat;
 - iv. Intimidation;
 - v. Stalking;
 - vi. Cyberstalking or Cyberbullying;
 - vii. Physical violence;
 - viii. Theft;
 - ix. Sexual, religious, anti-semitic, cultural, or racial harassment;
 - x. Public or private humiliation; or
 - xi. Destruction of property.

The term *bullying* shall include cyberbullying whether or not specifically stated.

- C. Complainant is defined as any District employee, consultant, contractor, agent, visitor, volunteer, student, or other person who formally or informally makes a report of bullying, orally or in writing.
- D. Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.
- E. Cyberstalking as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- F. Harassment means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:
1. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property
 2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits;
 3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being; or
 4. Has the effect of substantially disrupting the orderly operation of a school.
- G. Bullying, Cyberbullying/Cyberstalking and harassment also encompass:
1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.

2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system.
 - c. Acting in a manner that has an effect of bullying or harassment.

III. Behavior Standards

- A. The Gadsden County School District expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment. Gadsden County School District employees are responsible for adhering to the Principles of Professional Conduct of the Education Profession in Florida and district policies governing conduct and behavior.
- B. The District believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for District and community property on the part of students, staff, and community members. Because students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.
- C. Refer to the Code of Conduct for specific behavior expectations.

IV. Consequences

- A. Committing an act of bullying or harassment
 1. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances followed by the determination of disciplinary sanctions appropriate to the perpetrators position within the district. The

physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action.

2. Consequences and appropriate remedial interventions ~~action~~ for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
3. Consequences and appropriate remedial interventions ~~action~~ for a school employee, found to have committed an act of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate.
4. Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment, shall be determined by the school or district administrator after consideration of the nature and circumstances of the act, including reports to Professional Standards and/or appropriate law enforcement officials.

B. Wrongful and intentional accusation of an act of bullying or harassment

1. Consequences and appropriate remedial interventions ~~action~~ for a student, found to have wrongfully and intentionally accused another as a means of bullying or harassment, range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the *Code of Student Conduct*.
2. Consequences and appropriate remedial interventions ~~action~~ for a school employee, found to have wrongfully and intentionally accused another as a means of bullying or harassment, shall be determined in accordance with District policies, procedures, and agreements.
3. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to Professional Standards and/or appropriate law enforcement officials.

V. Reporting an Act of Bullying or Harassment

- A. At each school, the principal or the principal's designee shall be responsible for receiving oral or written complaints alleging violations of this policy and will determine the appropriate action.
- B. All school employees are required to report alleged violations of this policy to the principal or the principal's designee.
- C. All other members of the school community, including students, parent/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.
- D. The principal of each school in the District shall establish and prominently publicize to students, staff, volunteers, ~~and~~ parents/legal guardians, visitors and other agents, how a report of bullying or harassment may be filed either in person or anonymously and how this report will be acted upon.
- E. The alleged victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment.
- F. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in the District policy is immune from cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident.
- G. Submission of a good faith complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.
- H. Any written oral reporting or an act of bullying or harassment shall be considered an official means of reporting such act(s).
- I. Reporting may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report. The principal/designee or District Administrator shall document all complaints in writing and/or through the appropriate data system to ensure that problems are addressed in a timely manner.

VI. Investigation of a Report of Bullying or Harassment

- A. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and shall begin with a report of such an act.
- B. While the District does not assume any liability for incidents that occur at a bus stop or en route to and from school, a student or witness may file a complaint following the same procedures for bullying or harassment against a student and

the school will investigate and/or provide assistance and intervention as the principal/designee deems appropriate.

- C. Incidents that require a reasonable investigation when reported to appropriate school authorities shall include alleged incidents of bullying or harassment allegedly committed against a child while the child is en route to school aboard a school bus or at school bus stop.
- D. The principal or designee shall select an individual(s), employed by the school and trained in investigative procedures, to initiate the investigation. The person may not be the accused perpetrator (harasser or bully) or victim.
- E. Documented interviews of the victim, alleged perpetrator, and witnesses shall be conducted privately, separately, and shall be confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- F. The investigator shall collect and evaluate the facts including but not limited to:
1. Description of incident(s) including nature of the behavior;
 2. Context in which the alleged incident(s) occurred;
 3. How often the conduct occurred;
 4. Whether there were past incidents or past continuing patterns of behavior;
 5. The relationship between the parties involved;
 6. The characteristics of parties involved, *i.e.*, grade, age, sex, race;
 7. The identity and number of individuals who participated in bullying or harassing behavior;
 8. Where the alleged incident(s) occurred;
 9. Whether the conduct adversely affected the student's education or educational environment or the employees work or workplace environment;
 10. Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; ~~and~~

- 11. The date, time, and method in which the parents/legal guardians of all parties involved were contacted; and
 - 12. The date, time and method in which all parties involved, in the case of employees were contacted.
- G. Whether a particular action or incident constitutes a violation of this policy shall require a determination based on all the facts and surrounding circumstances and shall include
- 1. Any recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 - 2. A written final report to the principal or the appropriate administrator.
- H. The maximum of ten (10) school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps.
- I. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment and the investigative procedures that follow.

VII. Investigation to Determine Whether a Reported Act of Bullying or Harassment is Within the Scope of the District

- A. The principal or designee will assign an individual(s) who is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the School District.
- B. The trained investigator(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the District.
 - 1. If it is within the scope of the District, a thorough investigation shall be conducted.
 - 2. If it is outside the scope of the District and determined a criminal act, the principal shall refer the incident(s) to appropriate law enforcement.

3. If it is outside the scope of the District and determined not a criminal act, the principal or designee shall inform the parents/legal guardians of all students involved.
- C. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.

VIII. Notification to Parents/Guardians of Incidents of Bullying or Harassment

- A. Immediate notification to the parents/legal guardians of a victim of bullying or harassment and the parents/legal guardians of the perpetrator of an act of bullying or harassment as well as notification to all agencies when criminal charges may be pursued against the perpetrator.

1. The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated, or reasonably thereafter. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
2. If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform the parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (Every Student Succeeds Act, Title VIII, Part F, Subpart 2, Section 8532) that states “. . . a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.”

- B. Immediate notification to the parents/legal guardians of the perpetrator of an act bullying or harassment.

The principal, or designee, shall promptly report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident(s) has been initiated.

Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

- C. Notification to local agencies where criminal charges may be pursued.

Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

IX. Referral of Victims and Perpetrators of Bullying or Harassment for Counseling

When bullying or harassment is suspected or when a bullying or harassment incident is reported, counseling services shall be made available to the victim(s), perpetrator(s), and parents/guardians.

- A. The teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, *e.g.*, school counselor, school psychologist) to determine the severity of concern and appropriate steps to address the concern. ~~The teacher may request that~~ The involved student's parents or legal guardian ~~are~~ may be included.
- B. School personnel or the parent/legal guardian may refer a student to the school intervention team or equivalent school-based team with a problem-solving focus for consideration of appropriate services. Parent or legal guardian involvement shall be required when the student is referred to the intervention team.
- C. If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. Parent or legal guardian involvement shall be required.
- D. If a formal discipline report or formal complaint is made against an employee, the principal/designee or district administrator must refer the employee to the Employee Assistance Program for determination of appropriate counseling support and/or interventions.
- E. A student may be required to obtain counseling and/or attend a recognized treatment program at parental expense and show proof of completion of such counseling or program. Such offenses may include, but are not limited to, substance abuse, threats, intimidation, bullying, harassment, or acts motivated by hate or bias.

- F. An employee component to address intervention and assistance as determined appropriate by the Employee Assistance Program that includes, but are not limited to:
- a. Counseling and support to address the needs of the victims of bullying; and
 - b. Research-based counseling/interventions to address the behavior of the employees who bully others (e.g., empathy training, anger management).
- G. A school-based component to address intervention and assistance shall be utilized by the intervention team. The intervention team may recommend
1. Counseling and support to address the needs of the victims of bullying or harassment;
 2. Research-based counseling or interventions to address the behavior of the students who bully and harass others, *e.g.*, empathy training, anger management; and/or
 3. Research-based counseling or interventions which include assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

X. Reporting Incidents of Bullying and Harassment

- A. Incidents of bullying or harassment shall be reported in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report shall include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. Cyberbullying incidents shall be included within the bullying incidents category. The report shall also include, in a separate section, each reported incident of bullying or harassment that did not meet the criteria of a prohibited act under this section with recommendations regarding such incidents.
- B. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes bullying and harassment as incident codes as well as bullying-related as a related element code.
1. SESIR Definitions

- a. Bullying – Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual’s school performance or participation.
 - b. Harassment – Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.
2. Bullying and/or harassment incidents shall be reported in SESIR with the bullying (BUL) or harassment (HAR) code. Unsubstantiated incidents of bullying or harassment shall be coded UBL or UHR.
 3. If the bullying or harassment results in any of the following SESIR incidents, the incident will be coded appropriately using the relevant incident code and the bullying-related code. Such incidents are
 - a. Alcohol
 - b. Arson
 - c. Battery
 - d. Breaking and Entering
 - e. Disruption on Campus
 - f. Drug Sale/Distribution Excluding Alcohol
 - g. Drug Sale/Possession Excluding Alcohol
 - h. Fighting
 - i. Homicide

- j. Kidnapping
- k. Larceny/Theft
- l. Robbery
- m. Sexual Battery
- n. Sexual Harassment
- o. Sexual Offenses
- p. Threat/Intimidation
- q. Trespassing
- r. Tobacco
- s. Vandalism
- t. Weapons Possession
- u. Other Major (Other major incidents that do not fit within the other definitions)

- C. Discipline and referral data shall be recorded in Student Discipline/Referral Action Report and Automated Student Information Management System.
- D. The District shall provide bullying and harassment incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3, and 5 from Education Information and Accountability Services, and at designated dates provided by the Department.
- E. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment, and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race, or disability shall include the incident basis. Victims of these offenses shall also have the incident basis (sex, race, or disability) noted in their student records.

XI. Instruction on Identifying, Preventing, and Responding to Bullying or Harassment

- A. The District shall ensure that schools sustain healthy, positive, and safe learning environments for all students. It is committed to maintain a social climate and social norms in all schools that prohibit bullying and harassment. This requires the efforts of everyone in the school environment – teachers; administrators; counselors; school nurses; other nonteaching staff such as bus drivers, custodians, cafeteria workers; school librarians; parents/legal guardians; and students.
- B. Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the District's policy and regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment as well as how to effectively identify and respond to bullying or harassment in schools.
- C. The District shall establish a list of programs that provide instruction to students, parents, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying and harassment including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations. The list of authorized programs shall be available at each school, District offices, and on the District website.

XII. Reporting to a Victim's Parents/Legal Guardians the Legal Actions Taken to Protect the Victim

The principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

XIII. Publicizing the Policy

- A. At the beginning of each school year, the Superintendent or designee shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the District's student safety and violence prevention policy.

- B. Each District school shall provide notice to students and staff of this policy through appropriate references in the *Code of Student Conduct* and employee handbooks and through other reasonable means.
- C. The Superintendent shall also make all contractors contracting with the District aware of this policy.
- D. Each school principal shall develop an annual process for discussing the school district policy on bullying and harassment with students in a student assembly or other reasonable format.
- E. Reminders of the policy and bullying prevention messages such as posters and signs will be displayed around each school and on the District school buses.

XIV. Review of Policy

The Superintendent and appropriate staff shall review this policy at a minimum every three (3) years. The review shall include input from parents, law enforcement, and other community members. The Superintendent shall present the policy and any recommended changes to the School Board for consideration.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 1001.43, 1003.04, 1003.31, 1003.32, 1006.07, 1006.08, 1006.09, 1006.10, 1006.147, F.S.
20 USC 1232g

STATE BOARD OF EDUCATION RULE(S): 6A-10.081

HISTORY:

ADOPTED: 10/22/19
REVISION DATE(S): _____
FORMERLY: NEW

CHAPTER 5.00 – STUDENTS

DATING VIOLENCE AND ABUSE

5.325*

It is the policy of the Gadsden School District that all of its students and school employees have an educational setting that is safe, secure, and free from dating violence and abuse. The District shall not tolerate dating violence and abuse of any kind. Dating violence or abuse by any student is prohibited on school property, during any school related or school sponsored program or activity, or during school sponsored transportation.

I. Definitions

- A. Teen dating violence is a pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past intimate relationship to exert power and control over another when one or both of the partners is a teenager.
- B. Abuse is mistreatment which may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive partner uses this pattern of violent and coercive behavior to gain power and maintain control over the dating partner. This may also include abuse, harassment, and stalking via electronic devices such as cell phones and computers, and harassment through a third party, and may be physical, mental, or both.

II. Reporting Teen Dating Violence or Abuse

- A. The principal or designee shall be responsible for receiving complaints alleging violations of this policy.
- B. All school employees are required to report alleged violations of this policy to the principal or designee.
- C. In addition to reporting the incident to the principal or designee, if a district employee or agent has reason to suspect that an alleged violation of this policy might constitute a crime, the district employee or agent shall also immediately report the complaint to law enforcement. Any uncertainty regarding whether an alleged violation might constitute a crime must be resolved in favor of reporting the incident to law enforcement.
- D. All other members of the school community, including students, parents as defined by Florida Statutes, volunteers, and visitors are encouraged to report any

act that may be a violation of this policy anonymously or in person to the principal or designee.

- E. In cases involving an alleged perpetrator who is of adult age and an alleged teen victim, certain suspicions of abuse must be reported to the Florida Abuse Hotline (1-800-962-2873) or local law enforcement pursuant to Section 39.201, Florida Statutes.
- F. The principal shall establish and prominently publicize to students, staff, volunteers, and parents how a report of dating violence and abuse may be filed either in person or anonymously and how this report will be acted upon.
- G. The victim of teen dating violence or abuse, anyone who witnesses an act of dating violence or abuse, and anyone who has credible information that an act of dating violence and abuse has taken place may file a report of dating violence and abuse.
- H. Submission of a good faith complaint or report of teen dating violence or abuse will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments. Appropriate remedial action will be pursued for persons found to have wrongfully and intentionally accused another of an act of dating violence or abuse.
- I. Any written or oral report of an act of dating violence and abuse shall be considered an official means of reporting such act(s). Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.
- J. Incidents of teen dating violence and abuse shall be filed within ten (10) school days of the alleged incident or having knowledge of the incident.

III. Investigations

- A. The principal or designee shall select a staff member employed at the school and trained in investigative procedures to initiate the investigation. The staff member may not be the accused perpetrator or victim.
- B. Documented interviews of the victim, alleged perpetrator and witnesses shall be conducted privately and separately. All interviews are confidential. Each individual (victim, alleged perpetrator and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.

- C. The investigative process shall be completed within ten (10) school days from the time the report is filed.
- D. The highest level of confidentiality possible will be upheld regarding the submission of a complaint or a report of teen dating violence and/or abuse and the investigative procedures that follow. School employees shall refrain from sharing confidential student information with other school employees, students, or community members, unless disclosure is required by law or is necessary to protect the student's safety. Any notification made must be consistent with the student's privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).
- E. If it is determined that inappropriate behavior(s) has occurred, the investigator will make recommendations for disciplinary action to the principal or Superintendent.

IV. Discipline

- A. Immediate action shall be taken to eliminate the behavior.
- B. Disciplinary action shall be taken based on the circumstances of the behavior(s).
- C. Discipline shall be consistent with the provisions of the *Code of Student Conduct*.
- D. If a crime has been committed, the appropriate law enforcement agency shall be immediately notified.

V. Restraining Orders

- A. If an order of protection has been issued, the student or his/her parent(s) should inform the school immediately.
- B. The investigator will contact the abuser and his/her parent(s) to initiate a contract to stay away from the victim, consistent with the terms of the order, with penalties for known violations of the contract.
- C. The principal or district administrator will notify law enforcement immediately if he/she has a reasonable belief that a criminal or civil restraining order has been violated.
- D. The school resource officer and/or security officer will respond immediately to a report of a violation of a criminal or a civil restraining order.

VI. Support Services for the Victim

The school shall provide a victim of dating violence and abuse with support services that may include but are not limited to

- A. A contract with the offender to stay away from the victim while on school grounds, on school transportation and during school sponsored programs and events;
- B. Reasonable accommodations, such as class schedule changes;
- C. If needed, the school will assist the student in creating an alternative education plan for the student such as transferring to a different school or the ability to make up school work missed due to dating violence.
- D. Security protection, such as safe egress/regress from school and within the school;
- E. Timely and comprehensive investigation of dating violence and abuse complaints.
- F. Information and assistance in securing intervention which includes assistance and support provided to parents/legal guardians, if deemed necessary and appropriate.
- G. Referrals for outside support and/or counseling.

VII. Methods of Intervention with the Alleged Perpetrator

- A. Allow the alleged perpetrator to respond in writing to the allegations.
- B. Identify and implement interventions tht will be taken to prevent further incidents.
- C. Refer the alleged perpetrator and parents/legal guardians to help and support available at the school and withing the community.
- D. Address the seriousness of retaliations against the victim for reporting the incident or cooperating with the investigation. Inform the alleged perpetrator that retaliation or threats of retaliations in any form designed to intimidate the victim of dating violence or abuse, those who are witnesses, or those who investigate an incident, shall not be tolerated.
- E. Provide for increased supervision of the alleged perpetrator.
- F. Document the meeting and action plans.

VIII. Curriculum

- A. The health education curriculum for students in grades 7 through 12 shall include dating violence and abuse. The teen dating violence and abuse component shall include, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
- B. The curriculum shall have an emphasis on prevention-based education.

IX. Training

- A. Teachers, administrators, counselors, instructional assistants, school nurses and other nonteaching staff such as bus drivers, custodians, and cafeteria workers shall receive training about teen dating violence and abuse.
- B. Students, parents and school volunteers shall also be given instruction related to teen dating violence and abuse.
- C. Training on the District's policy prohibiting dating violence and abuse and related procedures shall be conducted, at a minimum, on an annual basis.
- D. The instruction shall include evidence-based methods of preventing dating violence and abuse and how to effectively identify and respond to incidents of dating violence and abuse within the scope of the school.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

1000.21, 1001.43, 1003.42, 1006.07, 1006.148, F.S.

HISTORY:

**ADOPTED: 00/00/0000
REVISION DATE(S): _____
FORMERLY: NEW**

CHAPTER 6.00 – HUMAN RESOURCES

FLORIDA BEST AND BRIGHTEST TEACHER SCHOLARSHIP PROGRAM

6.09

- I. The Florida Best and Brightest Teacher and Principal Allocation is created to provide recruitment, retention and recognition awards to classroom teachers, instructional personnel, and principals based on criteria as defined in s. 1012.01(2), and is to be funded as provided in s. 1011.62(18).

Definitions

For the purpose of this policy, the following definitions shall apply:

- A. Classroom Teacher – defined in Florida Statute 1012.01(2)(a) to include K-12 teachers that are assigned the professional activity of instructing students in courses in classroom situations, including basic instruction, exceptional student education, career education and adult education. By law it does not include teachers exclusively serving students in Pre-K or post-secondary programs. Teachers will be determined to be “classroom teachers” if they are assigned K-12 students in one or more courses for at least one period during each student day and also provide regular instruction to those assigned students.
- B. Content Expert in Math, Science, Computer Science, Reading or Civics – Defined by Florida State Board of Education Rule 6AER19-01 as a teacher who has earned at least a Master’s Degree in one or more of the associated subject areas, or who has earned a Bachelor’s Degree with at least 5 years of work experience in one or more of the associated subject areas.
- C. Instructional Personnel – Defined in Florida Statute 1012.01(2)(a) – (e) **[District to determine who will be included as qualifying instructional personnel]* as any K-12 staff member whose function includes the provision of direct instructional services to students or whose functions provide direct support in the learning process of students.
- D. Newly Hired – Initial employment in _____ County as an instructional staff member. This initial employment can be with either a District managed school or charter school; however, a teacher shall only be eligible for one recruitment award with the _____ County School District. Teachers previously employed in an instructional capacity in any _____ (county) school or department, District managed or charter, prior to July 1, 2019, shall not be eligible for an award from this category.
- E. Performance Criteria and Policies Adopted by the Board – for the purpose of this award, this provision shall be defined as instructional personnel who received an overall summative evaluation rating of “Highly Effective” or “Effective” for the school year immediately preceding the award year.

- F. Principal – defined in Florida Statute 1012.01(3)(c) as K-12 staff members performing the assigned activities as the administrative head of a school and to whom have been delegated responsibility for the coordination and administrative direction of the instructional and non-instructional activities of the school. This does not include principals exclusively serving Pre-K or post-secondary programs.
- G. Qualifying School – A school that has improved an average of 3 percentage points or more in the percentage of total possible points achieved for determining school grades over the past 3 years. Annually, a list of eligible schools will be identified by the Florida Department of Education and provided to the District. Schools that receive an improvement rating instead of a school grade have been determined to be ineligible by the Florida Department of Education Rule.
- H. Rated as “Highly Effective” or “Effective” the preceding year – defined as receiving an overall summative evaluation rating of “Highly Effective” or “Effective” for the school year immediately preceding the award year.
- I. Recognition Award – must be rated highly effective or effective the preceding year and selected by their principal.
- J. Two Consecutive School Years – the current school year in which the awards are to be paid, and the school year immediately preceding the award year.

II. Award Categories

The following teacher and principal awards are to be provided by the District or applicable charter school governing board utilizing the annual appropriation identified by the State:

- A. Recruitment Award: A one-time award for Section 1012.731(3)(a) provides for a newly hired classroom teacher determined to be a content expert based on criteria established under the Florida State Board of Education Rule 6AER19-01 in the areas of math, science, computer science, reading or civics.
 - 1. Began working for the District on or after July 1, 2019 for the 2019/2020 school year, or began working for the District after the completion of the preceding February FTE survey window for all subsequent years;
 - 2. Was employed continuously in a classroom teacher position through the payment date of the award or the last scheduled workday of the year in which the award is paid, whichever occurs first; and
 - 3. Completed any District required application for the award and provided any supporting documentation requested by the District to verify eligibility for the award.
- B. Retention Award (Classroom Teacher): Available to classroom teacher who:
 - 1. Received a summative evaluation rating of “Highly Effective” or “Effective” the preceding school year;
 - 2. Was employed as a classroom teacher during 3 of the 4 October and February FTE survey windows at the same eligible school over the two-year eligibility period;

3. Are teaching at a qualifying school;
 4. Employed in a classroom teacher position at the same qualifying school for two consecutive years through the payment dated of the award or the last scheduled workday of the year in which the award is paid, whichever occurs first; and
 5. Completed any District required application for the award, and provided any supporting documentation identified by the district to verify eligibility for an award.
- C. Retention Award (School Principal) – Principal shall be eligible for an annual principal retention award provided he/she:
1. Was employed as a principal during 7 of the 8 October and February FTE survey windows at the same eligible school over the four-year eligibility period;
 2. Are currently serving as the school principal at the same qualifying school through the payment date of the award or the last scheduled workday of the year in which the award is paid, whichever occurs first;
 3. Served as the school principal at that same school for 4 consecutive school years, including the current school year; and
 4. Completed any District required application for the award, and provided any supporting documentation identified by the District to verify eligibility for an award.
- D. Recognition Award: Available to instructional personnel who:
1. Were employed in an eligible instructional position through the payment date of the award or the last scheduled workday of the year in which the award is paid, whichever occurs first;
 2. Received a summative evaluation rating of “Highly Effective” or “Effective” the preceding year;
 3. Selected by his/her school principal to receive the award, based on performance criteria and policies adopted by the District or charter school governing board; and
 4. Completed any District required application for the award, and provided any supporting documentation identified by the District to verify eligibility for an award.

III. As determined by the District, *Employees may be eligible for awards in more than one category in a single award year [or] Employees may be eligible to receive either a retention or recognition award in a single award year, provided he/she meets all of the eligibility criteria for each award individually.

A. Eligibility Decisions

As stated above, the District may require an application and/or supporting documentation to be provided by an employee seeking payment of one or more of the awards associated with the Florida Best and Brightest teacher and Principal Allocation. Failure of an employee to provide timely or sufficient applications or

supporting documentation, when requested, shall be considered a waiver of eligibility and the employee will not be entitled to an award. The sufficiency of an application and/or supporting documentation for any of the awards associated with the Florida Best and Brightest Teacher and Principal Allocation shall be determined by the Office for Human Resources, such decisions will be considered final.

B. Funding

The Florida Legislature annually establishes the total funding allocation for each school district. The District's allocation is based on its proportional share of statewide FEFP base funding using weighted FTE. Each approved charter school operating within the District shall be provided its proportional share of the District's allocation using the same FEFP base funding and weighted FTE formula employed by the state to determine the District's allocation.

C. Award Amounts

The maximum amount of each award is established by the Florida Legislature through the annual General Appropriations Act. The District and charter school governing boards must pay the full award amounts specified in law for categories 1, 2 and 3 prior to paying any category 4 awards. The amount of individual category 4 awards shall be determined by dividing the number of eligible instructional personnel by the total amount of funding remaining after all category 1, 2 and 3 awards have been paid in full. Should the District's or individual charter school governing board's specific appropriation of funds be insufficient to pay the full award amounts specified in law for categories 1, 2, and 3; each award amount shall be pro-rated to match the District's or charter school governing board's specific appropriation and no category 4 awards will be paid.

The award amounts identified in law, or, in the case of category 4 awards, by policy are considered to be gross award amounts. All applicable employer and employee withholdings shall be deducted from these gross award amounts prior to payment of any award to an eligible instructional staff member or principal. Final eligibility for all award amounts shall be determined at the end of each academic year, and awards shall be paid prior to the end of the fiscal year.

D. Duration

Should the statutory framework or specific categorical funding appropriation related to the Florida Best and Brightest Teacher of Principal allocation be withdrawn or substantially amended by the Florida Legislature or a court of competent jurisdiction, this policy and the payments of any awards shall be immediately suspended until such time as a successor policy is developed and approved.

Should any portion of this policy be determined to be inconsistent with state law or deemed otherwise invalid by a court of competent jurisdiction, this policy and

the payment of awards shall be immediately suspended until such time as a successor policy is developed and approved.

STATUTORY AUTHORITY: 1012.01, 1012.34, 1011.62, F.S.

LAWS IMPLEMENTED: 1012.731, F.S.

HISTORY: ADOPTED: 00/00/0000
REVISION DATE(S): _____
FORMERLY: NEW

DRAFT

CHAPTER 6.00 – HUMAN RESOURCES

EMPLOYMENT DEFINED

6.11

- I. Employment Eligibility – The school district shall register with and use the E-Verify system to verify the work authorization status of all newly hired employees.
- II. Full Time - A regular full time employee is a person who is employed for the school term or for the school fiscal year to render the minimum number of hours each day as established by the Board for that position or job.
- III. Part-time - A part-time employee is a person who is employed to render less than the number of hours each day as established by the Board for a regular full time employee.
- IV. Temporary - A temporary employee is a person whose employment is expected to be for a limited time to fill a vacancy for which a permanent employee is not available or to perform some work of a temporary nature. Such employment will cease at the close of the school term or school fiscal year or when the temporary work has been completed. A temporary employee may be a part-time or a full time employee.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED:

288.061, 448.095, 1001.43, 1012.22, F.S.

HISTORY:

ADOPTED: 10/22/2019
REVISION DATE(S): _____
FORMERLY:

CHAPTER 6.00 – HUMAN RESOURCES

APPOINTMENT OR EMPLOYMENT REQUIREMENTS

6.17*

Any person desiring employment shall file a completed application on the form provided by the Superintendent.

I. Qualifications

- A. Must be of good moral character.
- B. Must have attained the age of eighteen (18) years with the exception of students employed by the Board.
- C. Must not be ineligible for employment under 1012.315, F.S., if applying for an instructional, administrative or any other position requiring direct contact with students.

II. Certificate Requirements

Each applicant for an instructional or a certificated administrative position shall hold a certificate, have a receipt from the Florida Department of Education acknowledging that an application has been filed and that issuance of the certificate is pending, or have the proper license to perform services.

- A. To be considered for a position, an applicant shall be duly qualified for that position in accordance with state law, regulations of the Florida Department of Education and the approved job description. If it appears that the applicant is eligible for proper certification, appointment may be made subject to the conditions set forth in the annual contract of employment as approved by the School Board.
- B. Any person not holding a valid Florida certificate at the time of employment shall be required, upon initial employment, to make application to the Florida Department of Education for such a certificate, through the Personnel Services office of the District. When such certificate is received, it must be filed with the office of the Superintendent. If the Department of Education declines to issue a certificate, the person's employment shall be terminated immediately. Failure to file such certificate, except for good cause as determined by the Superintendent, shall result in the termination of employment.

III. Interviews and Appointments

- A. When interviews are conducted by interview teams, including those with community representatives, the team shall reasonably reflect the District's diverse racial, ethnic, and gender composition.
- B. The Superintendent or designee shall monitor and ensure that appointments and assignments are consistent with the District's intent of maintaining a diverse work force.

IV. Driving Record

- A. The driving record of each applicant for the position of school bus operator or for any position that would require the person to drive a School Board vehicle shall be reviewed to determine if the record contains any infractions of the driving code that would make the applicant unqualified for the position in accordance with the District safe driver plan.
- B. The driving record of each current school bus operator shall be reviewed prior to the first day of the fall semester and periodically during the school year to determine if the record contains any infractions of the driving code that would make the operator unqualified for the position in accordance with the District safe driver plan. The driving record of any employee who is required to drive a School Board vehicle shall also be reviewed periodically during the year to determine whether the employee may continue in the position.

V. Initial Employment

- A. Any offer of employment with the School District is conditioned on submission of fingerprints as required by Florida Statute and a background investigation by the Superintendent or designee and District Criminal Background Check (CBC) committee. After a job offer, but prior to beginning employment with the District, all candidates for all positions must undergo a criminal and employment background check check (including verification of work authorization status through the E-Verify system) to determine suitability for employment. The application for employment shall inform applicants they are subject to criminal background checks, and advise applicants that failure to be truthful on the

application about prior criminal history will be grounds for ineligibility or dismissal from employment.

- B. As a condition of employment and prior to beginning work, an applicant who has received a conditional job offer must file a complete set of fingerprints taken by an authorized law enforcement officer or an employee of the District trained to take fingerprints. The fingerprints shall be processed by the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). The applicant shall be required to pay for full costs of processing at the time of fingerprinting.
- C. A Criminal Background Check (CBC) committee shall be established to review the criminal history of all persons nominated for initial employment. The CBC committee shall obtain criminal background information for applicants through requests to the Florida Department of Law Enforcement (FDLE) and the Federal Bureau of Investigation (FBI). The CBC committee shall include, but not be limited to, the Director of Personnel Services, the District EEO Officer, and a representative of the County Sheriff's Department.
- D. When the fingerprint or background check reports are returned, the Committee shall review both the application and the report(s) concerning the individual. The CBC committee will compare the information provided by the new employee with the information received from the FDLE and/or the FBI pursuant to Florida Statute.
- E. The Superintendent or designee shall conduct employment history checks of applicants for instructional, administrative or any other positions requiring direct contact with students. The employment history check shall include, but not be limited to, screening through the use of educator screening tools described in law and contact with each previous employer. All findings shall be documented. If the Superintendent is unable to contact a previous employer, he/she shall document all efforts to contact the previous employer. For all other applicants, the CBC committee or its designee shall contact or attempt to contact all prior employers for a minimum of the past ten (10) years and all private or public educational institutions by which the applicant was previously employed while age eighteen (18) or older. The committee shall document all attempts to contact previous employers.
- F. No applicant who has received a conditional job offer shall begin work before his/her fingerprints are processed, the criminal and pre-employment investigation is completed, and a determination is rendered as to suitability for employment.

- G. Based upon the facts of an application, criminal background check or other valid or reliable data sources, applicants who are, or have been convicted of certain serious offenses may be denied employment by the School District. As used in this section the term conviction is defined as a finding of guilt, a plea of guilty, or a plea of *nolo contendere*, or a verdict of guilty. The withholding of adjudication or the entry of an order sealing or expunging the record requiring a pre-trial intervention or pre-trial diversion shall not be considered an exception to this section. Other information derived from the pre-employment investigation, which indicates the applicant may not be suitable for employment by the School District, may be grounds for denying employment to an applicant.
- H. An applicant shall be disqualified from employment in any position requiring direct contact with students if he/she is ineligible for employment under 1012.315, F.S.
- I. Any instructional or noninstructional persons under contract to the School District to operate student programs, student teachers, persons participating in short-term teacher assistance experiences or field experiences who have direct contact with students must meet the requirements of V.A., B. E, and F. Such persons may not be in direct contact with students if ineligible under 1012.315, F.S.

VI. Current Employees

- A. Whenever a personnel investigation of a complaint against an employee is required, a criminal background check may be conducted as part of the investigation.
- B. If it is discovered during the period of employment that a regular employee has a prior criminal record and that the employee was requested to provide this information at the time of hire, but did not do so, the employee may be subject to disciplinary action, including dismissal for submitting false information on the employment application, or otherwise having misled the District.
- C. If it is discovered during the period of employment that an employee has a prior criminal record and no falsification of an application nor attempt to mislead occurred, the record shall be reviewed by the CBC Committee. The committee shall consider all information, including any mitigating conditions, and report findings of fact, possible mitigating circumstances and recommendations for action to the Superintendent. The employee shall have the opportunity to respond in writing to the findings and recommendation. The Superintendent shall review the record, recommendation and response before taking appropriate action.

Appeal of the Superintendent's action shall follow collective bargaining agreements or School Board Policy, as appropriate.

- D. Instructional personnel and noninstructional or contractual personnel who have direct contact with students or have access to or control of school funds must meet the screening requirements described in law every five (5) years. Personnel whose fingerprints have not been maintained by the Department of Law Enforcement are required to be re-fingerprinted.
- E. An employee whose criminal record after employment would disqualify him/her from employment shall be subject to disciplinary action up to and including termination.

VII. Acceptance of Appointment

Failure to signify acceptance of appointment within ten (10) days after receipt of the official notice of appointment shall be considered a rejection of the offer and the position shall be declared vacant.

VIII. Reconsideration and Appeal

- A. Applicants who have been denied employment, and probationary employees who have been denied permanent employment, on the basis of their criminal record and/or background check, may request reconsideration by the CBC Committee only if they present new information not previously available to the committee.
- B. Applicants who have been denied employment, and probationary employees who have denied permanent employment, because of their criminal record, drug screening and/or background check, may appeal to the Superintendent. Applicants and probationary employees shall receive written notice of the right to appeal the decision by the CBC committee to the Superintendent. Their appeal must be in writing, and may respond to the findings and decision of the CBC Committee. If new information is to be submitted, the applicant must first request reconsideration by the CBC Committee. The Superintendent's decision shall be final.

- IX. The District shall ensure that all aspects of the recruitment and selection process are job-related and are consistent with business necessity so as to ensure equal employment opportunity. Neither the District nor its agents shall engage in any discrimination with respect to employment in violation of any state or federal laws. Applicants shall be informed of the complaint procedure that may be used should they allege discrimination.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F.S.

LAW(S) IMPLEMENTED:

**288.061, 381.0056, 448.095, 1001.42, 1001.43, 1012.01,
1012.22, 1012.27, 1012.315, 1012.32,
1012.39, 1012.465, 1012.55, 1012.56, F.S.**

STATE BOARD OF EDUCATION RULE(S):

6A-3.0141

HISTORY:

**ADOPTED: 10/28/20
REVISION DATE(S): 00/00/0000
FORMERLY:**

©NEFEC

PAEC

Adopted: 10/28/20

Revised: 00/00/0000

Gadsden 6.17*

CHAPTER 8.00 - AUXILIARY SERVICES

SAFETY

8.10*+ OPTION 2

- I. The safety of pupils, employees and visitors shall be the responsibility of the authorized person in charge of each site owned or operated by the School Board. The supervisor of each site or facility shall cause to be established a safety committee which shall be responsible for the promotion of a safety education and accident prevention program for that site.
- II. Schools shall cooperate with the police, sheriff's department, fire department and other agencies promoting safety education.
- III. To assist in carrying out the responsibilities for safety, each principal shall appoint a member of the staff as school safety coordinator.
- IV. No person shall bring on any School Board premises or have in his/her possession or in his/her vehicle any School Board property, any firearm, weapon or destructive device unless such weapon is required as part of his/her regular job responsibilities.
- V. School Environmental Safety Incident Reporting. The Superintendent shall develop and implement procedures for timely and accurate reporting of incidents related to school safety and discipline and shall provide training to appropriate personnel in accordance with law and State Board of education rules. The District will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data to report the 26 incidents of crime, violence and disruptive behaviors that occur on school grounds, on school transportation, and at off-campus, school sponsored events to the Department Of Education.
 - A. The Superintendent must certify to the Department of Education that the requirements for timely and accurate reporting of SESIR incidents has been met.
 - B. School principals must ensure that all persons at the school level responsible for documenting SESIR information participate in the on-line training offered by the Department and ensure that SESIR data is accurately and timely reported.

- VI. Nonmedical School District personnel shall not perform invasive medical services that require special medical knowledge, nursing judgment and nursing assessment including, but not limited to, sterile catheterization, nasogastric tube feedings, cleaning and maintaining a tracheotomy and deep suctioning of a tracheotomy. Nonmedical assistive personnel can perform health related services upon successful completion of child-specific training by a registered nurse, a licensed practical nurse, a physician or a physician assistant. These procedures, which include but are not limited to clean intermittent catheterization, gastrostomy tube feedings, monitoring blood glucose and administering emergency injectable medications, must be monitored by a nurse. A registered nurse, licensed practical nurse, physician or physician assistant shall determine if nonmedical School District personnel shall be allowed to perform any other invasive medical services not listed above.
- VII. A child under the age of sixteen (16) shall wear appropriate headgear as required by law for any equine activity on a public school site. Students shall wear appropriate headgear when participating in an off campus, school sponsored equine activity as required by law.
- VIII. The Superintendent shall develop and present to the Board for approval appropriate emergency management and emergency preparedness plans.
- IX. The District shall annually conduct a self-assessment of safety and security practices. Based upon this self-assessment and other concerns, if applicable, the Superintendent shall present appropriate recommendations to the School Board for increasing safety and security and the School Board shall take such actions as it deems necessary and appropriate to address safety and security in the District or at individual sites.

STATUTORY AUTHORITY:

1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED:

316.614, 773.06, 1001.43, 1006.062(3), 1006.07, F.S.

HISTORY:

**ADOPTED: 10/22/19
REVISION DATE(S): 01/28/20,
FORMERLY:**

©NEFEC

PAEC

©NEOLA 2005

Adopted: 10/22/2019

Revised: 01/28/2020

Revised: 00/00/0000

Gadsden 8.10*+ OPT 2

CHAPTER 8.00 - AUXILIARY SERVICES

SCHOOL CONSTRUCTION BIDS PROCESS

8.50*

- ~~I. All school construction bids shall be the immediate responsibility of the Superintendent or designee. All applicable Florida Statutes, State Board of Education rules, and School Board rules shall be observed in school construction bid procedures.~~
- ~~II. The Superintendent or designee shall be responsible for preparing the legal notice for bids and shall determine that such notice meets the requirements of Florida Statutes and State Board of Education rules and contains the information needed by the prospective bidders to include the following
 - ~~A. Date, time and place relating to submitting of bids;~~
 - ~~B. Pre-qualifications of bidder;~~
 - ~~C. Procedures for presenting bids;~~
 - ~~D. Conditions and terms for receiving bids;~~
 - ~~E. Procedures to be followed in opening and presenting bids to the School Board; and,~~
 - ~~F. Conditions for awarding contracts based on bids.~~~~
- ~~III. The advertisement for bids shall be published in at least one (1) local newspaper having circulation in the District. Such advertisement shall be published at least once each week for three (3) consecutive weeks and the last notice shall appear at least one (1) week prior to the opening of bids.~~
- ~~IV. In addition to the publishing of the advertisement for bids, the bid documents shall be sent to at least three (3) prospective bidders. The advertisement or specifications shall not specify the use of materials or systems by a sole source.~~
- ~~V. Bid bonds shall be required on new construction and any renovations or remodeling exceeding twenty-five thousand dollars (\$25,000.00).~~

~~VI. These provisions shall be followed for construction bids~~

- ~~A. The bid time and date shall be established by the School Board after the Superintendent's recommendation.~~
- ~~B. Bids shall be opened at the designated time in the invitation to bid. At the designated time, the person presiding shall inquire if all bids have been received; no other bids shall be accepted and no bid may be withdrawn after the deadline. Negligence on the part of the bidder in preparing the bid shall confer no right for withdrawal after the designated time for opening of bids. Bids by telegram shall not be accepted nor shall any other type of bid be accepted which cannot be classified as a sealed bid. Bids received by mail shall be stamped with the time and date received by the purchasing office.~~
- ~~C. All bids shall be opened, read aloud, and recorded in the presence of all persons.~~
- ~~D. Each bid shall be accompanied by a bid bond, a certified check, or a cashier's check in an amount equal to five percent (5%) of the total amount of the bid. Failure to include such bond shall automatically disqualify the bid from further consideration.~~
- ~~E. The Board will consider all bids received and within the time limit stated in the advertisement for bids will either reject all bids or award the contract to the lowest and best bid with preference to materials, contracts, builders, architects, and laborers who reside within the county and state, whenever such materials can be purchased at no greater expense.~~
- ~~F. When a construction contract has been awarded to a contractor on the basis of proper bids, payments on that contract shall be made on a scheduled basis in an amount approved by the architect. This amount shall consider the ten percent (10%) hold-back required by Florida Statutes. Upon completion of the construction, the final payment shall be made only on the School Board's approval after proper inspection of the facilities.~~

~~VII. The specifications for construction bids may not be written to limit any purchase of systems or materials to a specific brand or a single source of supply, unless the School Board, after consideration of all available alternative materials and systems, determines that the specifications of a sole material or system is justifiable, based upon its cost interchangeability.~~

~~VIII. All bid requests shall include a notification to bidders that failure to file a bid protest within the time and in the manner prescribed by School Board rule shall constitute a waiver of any further right to protest such bid award.~~

I. All applicable laws and School Board policies shall be observed in all construction bid procedures. All construction or capital improvement bids shall be accompanied by evidence that the bidder holds an appropriate certificate or license or that the prime contractor has a current valid license.

A. Prequalification of Contractors. The Board shall prequalify contractors on an annual basis or for a specific project. This section is applicable to bids, construction management, design build, and any other construction services application.

B. Selection Process. Those contractors desiring to bid on Board projects must be prequalified. The Board may reject any application that contains inaccurate information.

C. Application. Each contractor, firm or person requesting pre-qualification shall submit an application. The application shall include the following:

1. Detailed information setting forth the applicant's competence, past performance, experience, financial resources, and capability, including a Public Entity Crime statement and references.

2. Audited financial information current within the past 12 months, such as a balance sheet and statement of operations, and bonding capacity. The requirement for financial information may be satisfied by the contractor providing written verification of the contractor's bonding capacity.

3. General information about the contractor company, its principals, and its history, including state and date of incorporation, regardless of whether the contractor is resident or non-resident of the geographic area served by the Board.

4. Every contractor and subcontractor desiring to enter into a contract with the school district shall register with and use the E-Verify system to verify the work authorization status of all newly hired employees. Contractors entering into contracts with a subcontractor, must have an affidavit from the subcontractor stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien.

- a. Contractor must provide evidence of compliance with Florida Statute Section 448.095. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number.
 - b. Contractors entering into contracts with a subcontractor, must have an affidavit from the subcontractor stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien.
 - c. Contractor shall provide a copy of sub-contractor affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement.
 - d. Failure to comply with this provision is a material breach of an Agreement, and School Board may choose to terminate the Agreement at its sole discretion. Contractor may be liable for all costs associated with School Board securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs (if necessary).
5. Contractor trade categories and information regarding the state and local licenses and license numbers held by the applicant.
 6. A list of projects completed within the last five (5) years, including dates, client approximate dollar value, size, reference name and contact information that includes phone and e-mail address for each project.
 7. Certificates of insurance confirming current workers' compensation, public liability and property damage insurance as required by law.
 8. A list of all pending litigation and all litigation within the past five (5) years, including an explanation of each. Litigation initiated by the contractor to protect the contractor's legal rights shall not be used as a basis for rejecting prequalification.
 9. The completed application and financial information shall be attested to and signed by an authorized officer of the company, the owner, or sole proprietor, as appropriate, and the signature shall be notarized.

II. Alternative Construction Methods. The Facilities Department will consider the following factors when determining which construction method (traditional bid; design-build; construction management or negotiated contract) will be used for each project: scope of work of the project, complexity of the task, the schedule for construction, availability of skilled personnel in the local marketplace and past experience on other projects.

- III. Advertising, Bidding and Awarding Contracts. Construction projects shall be advertised in a local newspaper within general circulation throughout the District for a minimum of once a week for three (3) consecutive weeks. The last notice shall appear at least seven (7) days prior to the Q and A deadline. Projects estimated to cost less than \$300,000 shall be advertised for a minimum of one week. All applicable Florida Statutes, State Board of Education rules, and School Board rules shall be observed in school construction bid procedures.
- IV. The Superintendent or designee shall be responsible for preparing the legal notice for bids and shall determine that such notice meets the requirements of Florida Statutes and State Board of Education rules and contains the information needed by the prospective bidders to include but not limited to the following
- A. Project name and location;
 - B. Brief statement describing the work
 - C. From whom and when contract documents are available, including deposit or charge;
 - D. Date, time and place relating to submitting of bids;
 - E. Pre-qualifications of bidder;
 - F. Procedures for presenting bids;
 - G. Conditions and terms for receiving bids;
 - H. Procedures to be followed in opening and presenting bids to the School Board; and,
 - I. Conditions for awarding contracts based on bids.
- V. In addition to the publishing of the advertisement for bids, the bid documents shall be sent to at least three (3) prospective bidders. The advertisement or specifications shall not specify the use of materials or systems by a sole source.
- VI. Construction Bids. General conditions are all costs incidental to but are not incorporated into the project after it is completed. General conditions and the project contingency will be negotiated. General conditions include (but are not limited to) the following:
- A. Utilities including water, electric, phone, internet service, restrooms and septic services if required. Contractor is responsible for utilities until the District accepts the project as substantially complete or at the option of the Board, upon Final Completion.
 - B. Office Space which includes all costs related to rental and setup of those spaces.
 - C. Temporary Fencing and site security. The contractor has total control and is responsible for all liabilities on the Construction Site.

- D. Equipment rental or purchase of equipment such as computers and copy machines.
 - E. Vehicles for mobility at the site such as golf carts. IF the contractor plans to rent company owned equipment to the project documentation shall be provided that the charges will not exceed rental cost. Cost to include fuel, repairs and maintenance. Rental should be consistent with industry standard.
 - F. Waste, trash, debris and disposal costs.
 - G. Erosion and dust control
 - H. Mobilization and demobilization.
 - I. Drinking water
 - J. Salaries of contractor staff working onsite. Contractor staff stationed at the home office and are related to the firms general operations should not be included.
 - K. Mileage reimbursement for travel to and from an employee's home is not reimbursable.
 - L. Safety and first aid cost.
 - M. Tools may be included. (Any tools or equipment paid for by the District will remain the property of the District).
- VII. Bid bonds shall be required on all new construction and any renovations or remodeling that exceeds \$25,000 dollars.
- VIII. These provisions shall be followed for construction bids
- A. The bid time and date shall be established by the School Board after the Superintendent's recommendation.
 - B. Bids shall be opened at the designated time in the invitation to bid. At the designated time, the person presiding shall inquire if all bids have been received; no other bids shall be accepted and no bid may be withdrawn after the deadline. Negligence on the part of the bidder in preparing the bid shall confer no right for withdrawal after the designated time for opening of bids. Bids by telegram shall not be accepted nor shall any other type of bid be accepted which cannot be classified as a sealed bid. Bids received by mail shall be stamped with the time and date received by the purchasing office.
 - C. Bid openings shall be open to the public unless otherwise specified and allowed by law. All bids shall be read aloud, and recorded in the presence of all persons in attendance. Results shall be publicly posted as specified by statute.

- D. When bonding is required, each bid shall be accompanied by a bid bond, a certified check, or a cashier's check in an amount equal to five percent (5%) of the total amount of the bid. Failure to include such bond shall automatically disqualify the bid from further consideration.
- E. The Board will consider all bids received and within the time limit stated in the advertisement for bids will either reject all bids or award the contract to the lowest and best bid with preference to materials, contracts, builders, architects, and laborers who reside within the county and state, whenever such materials can be purchased at no greater expense.
- F. When a construction contract has been awarded to a contractor on the basis of proper bids, payments on that contract shall be made on a scheduled basis in an amount approved by the architect. This amount shall consider the ten percent (10%) hold-back required by Florida Statutes. Upon completion of the construction, the final payment shall be made only on the School Board's approval after proper inspection of the facilities.
- IX. The specifications for construction bids may not be written to limit any purchase of systems or materials to a specific brand or a single source of supply, unless the School Board, after consideration of all available alternative materials and systems, determines that the specifications of a sole material or system is justifiable, based upon its cost interchangeability.
- X. All bid requests shall include a notification to bidders that failure to file a bid protest within the time and in the manner prescribed by School Board rule shall constitute a waiver of any further right to protest such bid award.

STATUTORY AUTHORITY:

1001.42, F.S.

LAW(S) IMPLEMENTED:

**255.04, 287.055, 287.057,
288.061, 448.095, 1001.43, 1013.46 - .48, F.S.**

HISTORY:

**ADOPTED: 10/22/19
REVISION DATE(S):_00/00/0000
FORMERLY:**

NEFEC
PAEC
Adopted: 10/22/19
Revised: 00/00/0000

Gadsden 8.50*

CHAPTER 8.00 - AUXILIARY SERVICES

PREQUALIFICATION OF CONTRACTORS FOR EDUCATIONAL FACILITIES CONSTRUCTION

8.502

The School Board shall prequalify contractors for a one (1) year period or for a specific project in accordance with the following:

- I. Criteria - Contractors shall be prequalified on the basis of the following criteria and any additional criteria specific to the project under consideration:
 - A. Proof that the contractor holds a contractor's license which authorizes the contractor to supervise work within the scope of the construction project.
 - B. Evidence that the applicant has financial resources to start up and follow through on projects and to respond to damages in case of default as shown by written verification of bonding capacity equal to or exceeding the amount of any project for which the contractor seeks prequalification. The written verification must be submitted by a licensed surety company rated excellent ("A-" or better) in the current A.M. Best Guide and qualified to do business within the state. In the absence of such written verification, the Board may require the applicant to submit any audited financial information necessary to evaluate an applicant's financial ability to perform the project and to respond to damages in the event of default.
 - C. Evidence of experience with construction techniques, trade standards, quality workmanship, project scheduling, cost control, management of projects, and building codes for similar or less cost or scope projects of similar size within the past five (5) years with one or more examples in PK-12 construction. Evidence shall consist of:
 - i A brief description of three similar projects that include location and name of owner,
 - ii Contact name, phone number and e-mail address.
 - iii Original project estimates and final cost.
 - iv Change Orders, if any.
 - v Unique aspects of the project

vi Occurrence(s) of unforeseen conditions, if any

D. Evidence of satisfactory resolution of claims filed by or against the contractor asserted on projects of the same or similar size within the five (5) years preceding the submission of the application. Any claim against a contractor shall be deemed to have been satisfactorily resolved if final judgment is rendered in favor of the contractor or any final judgment rendered against the contractor is satisfied within ninety (90) days of the date the judgment becomes final.

E. Type of work for which the contractor is licensed.

II. Procedures

A. The Board shall hold a public hearing to discuss the Board's intent to prequalify contractors and the proposed policies, procedures and rules.

B. The Board shall publish two (2) notices of the public hearing in a local newspaper having general circulation throughout the District and least thirty (30) days and again seven (7) days prior to the hearing. The notice shall contain at least the purpose, date, time, and place of the hearing.

C. It is the policy and procedure of the Board to provide for open competition which shall not prevent the submission of a bid nor prohibit the consideration of a bid submitted by a prequalified contractor. Those standards which the Board applies when soliciting bids for goods and services generally shall be applied equally to the solicitation of bids from prequalified contractors.

D. It is the policy of the Board to allow for prequalification of any responsible contractor who, through its submittal to the Board, meets the uniform criteria established by the State Requirements for Educational Facilities and incorporated in section I. of this policy whether such contractor is a resident or nonresident of the geographical area served by the Board.

E. It is the policy of the Board to allow those contractors seeking prequalification to submit all required company financial information separate and apart from the other required submittals, as specifically outlined in the Prequalification Submittals section of the Request for Qualifications, in order to endeavor to protect privileged company information from public disclosure.

- F. The Board shall appoint a Contractor Prequalification Review Committee to review and evaluate the submissions and to make recommendations to the Board as to which contractors should be prequalified to bid for type of project, dollar volume and limits allowed within the scope of the prequalification.
 - G. These prequalification procedures shall not supersede any small business, woman-owned, or minority-owned business enterprise preference program adopted by the Board.
 - H. Notwithstanding anything contained herein, the Board may reject any proposals which, in the Board's sole opinion, contain inaccurate information. In addition, the Board shall have the sole discretion to declare a contractor delinquent and to suspend or revoke a prequalification certificate.
 - I. The Board shall receive and either approve or reject each application for prequalification within sixty (60) days after receipt by the Board's administrator. Approval shall be based on the criteria and procedures established in this policy.
- III. Application - Each contractor, firm, or person requesting prequalification shall submit separate applications that include the following:
- A. Detailed information on Board prescribed forms setting forth the applicant's competence, past performance, experience, financial resources, and capability, including a Public Entity Crimes Statement, and references.
 - B. Audited financial information current within the past twelve (12) months, such as a balance sheet and statement of operations, and bonding capacity. The requirement for financial information may be satisfied by the contractor providing written verification of the contractor's bonding capacity.
 - C. General information about the contractor company, its principals, and its history, including state and date of incorporation.
 - D. Every contractor and subcontractor desiring to enter into a contract with the school district shall register with and use the E-Verify system to verify the work authorization status of all newly hired employees. Contractors entering into contracts with a subcontractor, must have an affidavit from the subcontractor stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien.

- i. Contractor must provide evidence of compliance with Florida Statute Section 448.095. Evidence may consist of, but is not limited to, providing notice of Contractor's E-Verify number.
 - ii. Contractors entering into contracts with a subcontractor, must have an affidavit from the subcontractor stating the subcontractor does not employ, contract with, or subcontract with an unauthorized alien.
 - iii. Contractor shall provide a copy of sub-contractor affidavit to the School Board upon receipt and shall maintain a copy for the duration of the Agreement.
 - iv. Failure to comply with this provision is a material breach of an Agreement, and School Board may choose to terminate the Agreement at its sole discretion. Contractor may be liable for all costs associated with School Board securing the same services, inclusive, but not limited to, higher costs for the same services and rebidding costs (if necessary).

- E. Contractor trade categories and information regarding the state and local license and license numbers held by the applicant.

- F. A list of projects completed within the past five (5) years, including dates, clients, approximate dollar value, and size.

- G. Certificates of insurance confirming current workers' compensation, public liability and property damage insurance as required by law.

- H. A list of all pending litigation and all litigation within the past five (5) years, including an explanation of each. Litigation initiated by the contractor to protect the contractor's legal rights shall not be used as a basis for rejecting prequalification.

- I. The completed application and financial information shall be attested to and signed by an authorized officer of the company, the owner, or sole proprietor, as appropriate. The signature shall be notarized.

- J. Exception: When two (2) or more prequalified contractors wish to combine their assets for a specific project, they may do so by filing an affidavit of joint venture. Such affidavit shall be valid only for that specific project.

- IV. Issuance of Certificate - The Board shall issue to all prequalified contractors a certificate valid for one (1) year or for the specific project. That certificate shall include the following:

- A. A statement indicating that the contractor may bid for projects during the time period specified.
 - B. A statement establishing the type of work the contractor will be permitted to provide.
 - C. A statement establishing the total dollar value of work the contractor will be permitted to have under contract with the Board at any one time as determined by the contractor's bonding capacity or ten (10) times the net quick assets.
 - D. A statement establishing the maximum dollar value of each individual project the contractor will be permitted to have under contract with the Board at any one time. The maximum value of each project may be up to twice the value of the largest project previously completed, but shall not exceed the contractor's bonding capacity or ten (10) times the net quick assets.
 - E. The expiration date of the certificate.
- V. Renewal of Certificate - Certificates not for a specific project shall be renewed annually.
- A. Financial statements or written verification of bonding capacity on file with the Board shall be updated annually. Failure to submit a new statement or verification of bonding capacity, after at least thirty (30) days written notice by the Board, shall automatically revoke a prequalification certificate.
 - B. Prequalified contractors may request a revision of their prequalifications status at any time they believe the dollar volume of work under contract or the size or complexity of the projects should be increased if experience, staff size, staff qualifications, and other pertinent data justify the action.
- VI. Delinquency - The decision to declare a contractor delinquent may only be made by the Superintendent and must be ratified by the Board at its next regular meeting following the decision by the Superintendent. Should the contractor be determined to be delinquent, after notice and an opportunity for a fair hearing, the Board shall notify the contractor and his surety, in writing, that the contractor is disqualified from bidding work with the Board as long as the delinquent status exists. A delinquent condition may be determined to be in effect when one (1) or more of the following conditions occur without justifiable cause:
- A. A substantial or repeated failure to comply with contract documents after written notice of such noncompliance.

- B. A substantial or repeated failure to provide supervision and coordination of subcontractor's work after written notice of such failure.
 - C. Substantial deviation from project time schedules after written notice of noncompliance.
 - D. Substantial or repeated failure to pay subcontractors after the Board has paid the contractor for the work performed by the subcontractors and in accordance with approved requisitions for payment.
 - E. Substantial or repeated failure to provide the quality of workmanship compatible with the trades standards for the community after written notice of such failure.
 - F. Substantial or repeated failure to comply with the warranty requirements of previous contracts after written notice of such failure.
 - G. Failure to maintain the required insurance coverage after written notice of such failure.
- VII. Suspension or Revocation - The Board may, for good cause, suspend a contractor for a specified period of time or revoke the prequalification certificate. Causes for suspension or revocation shall include, but not be limited to, one or more of the following:
- A. Inaccurate or misleading statements included in the application.
 - B. Declared in default by the Board.
 - C. Adjudged to be bankrupt.
 - D. Performance, in connection with contract work, becomes unsatisfactory to the Board, based on the Board asserting and recovering liquidated damages in an action against the contractor.
 - E. Payment record, in connection with contract work, becomes unsatisfactory to the Board, based on the contractor's failure to comply with the Construction Prompt Pay Act (Section 715.12, F.S.).
 - F. Becomes delinquent on a construction project pursuant to section VI.
 - G. Contractor's license becomes suspended or is revoked.

- H. No longer meets the uniform prequalification criteria established in this policy.
- VIII. Appeal - A contractor whose application has been rejected or whose certificate has been suspended or revoked by the Board shall be given the benefit of reconsideration and appeal as follows:
- A. The aggrieved contractor may, within ten (10) days after receiving notification of such action, request reconsideration in writing. The contractor may submit additional information at the time of appeal.
 - B. The Board shall act upon the contractor's request within thirty (30) calendar days after the filing and shall notify the contractor of its action to adhere to, modify, or reverse its original action. The Board may require additional information to justify the reconsideration.

STATUTORY AUTHORITY: 1001.41, 1001.42, F.S.

LAW(S) IMPLEMENTED: 288.061, 448.095, 1001.43, 1013.46, F.S.

STATE BOARD OF EDUCATION RULE(S): 6A-2.0010

HISTORY: **ADOPTED: 10/22/19**
REVISION DATE(S): _____
FORMERLY: 4.70

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 11a

DATE OF SCHOOL BOARD MEETING: October 27, 2020

TITLE OF AGENDA ITEM: Approval of Policy Numbered 6.543, Illness-Or-Injury-In-Line-Of-Duty Leave.

DIVISION:

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

PURPOSE AND SUMMARY OF ITEM:

This is to request approval to amend Policy Numbered 6.543, Illness-Or-Injury-In-Line-Of-Duty Leave.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Bonnie Wood

POSITION: Finance Director

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

 Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

GADSDEN COUNTY SCHOOL BOARD
REGULAR MEETING: October 27, 2020

Suggested script for adopting and/or amending Gadsden County School Board Policies.

CHAIRMAN	<p>The next agenda item is Item Number ____ which includes consideration of, and action upon adopting and/or amending School Board Policy 6.543, Illness or Injury in Line of Duty Leave. Based upon professional judgment and past experience, modifications of these policies will have little to no economic impact. For this reason no action is being taken on an economic impact statement. THIS PUBLIC HEARING IS INCLUDED IN THE REGULAR MEETING OF THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA, held on October 27, 2020, in the regular School Board Meeting Room in the Max D. Walker Administration Building at Number 35 Martin Luther King Jr. Blvd., Quincy, Florida. The hearing is for the purpose of receiving input and comments from the public on adopting and/or amending a policy. This hearing is being electronically recorded. The hour is now ____ p.m. At an appropriate time, the Chair will invite from the audience questions, comments, evidence, arguments, oral statements or other information regarding the proposed action. At that time, each individual wishing to address the Board will please first rise, be recognized by the Chair, and state her or his name.</p>
SUPERINTENDENT	<p>Madam Chairwoman, each member of the Board has been furnished a copy of the proposed policy 6.543 previously described by you. I recommend that the Board adopt and/or amend this School Board Policy.</p>
CHAIRWOMAN	<p>If there is anyone who wishes to ask questions, make comments, present evidence or oral arguments or present other information regarding the proposed action, you may do so at this time. (QUESTIONS, COMMENTS, ETC., IF ANY.)</p>

MEMBER	Madam Chairwoman, I move to adopt and/or amend School Board Policy 6.543.
MEMBER	I second the motion.
CHAIRWOMAN	There is a motion and a second to adopt and/or amend School Board Policy 6.543. Is there any further discussion? All in favor of the motion please say aye- All opposed... The policy has been amended and it is so ordered. The next item on the agenda is Item Number ____.

CHAPTER 6.00 – HUMAN RESOURCES

ILLNESS-OR-INJURY-IN-LINE-OF-DUTY LEAVE

6.543

- I. Any full-time regular employee shall be entitled to illness or injury-in-line-of-duty leave for a period not to exceed ten (10) school days when he has to be absent from work because of a personal injury received in the discharge of his duties or because of illness from any contagious or infectious disease contracted in the performance of his/her duties.
- II. Any full-time regular employee documented as having been exposed to the COVID-19 virus in the discharge of his/her duties and required to quarantine for a specified number of days as recommended by the Centers for Disease Control (CDC) shall be entitled illness-in-the-line-of-duty leave for that period of time. If the employee is unable to resume work at the end of that period of time, he/she may elect to use accrued sick leave and receive salary payments.
- III. Illness-in-the-line-of-duty leave is intended for use with Worker Compensation claims including having contracted the COVID-19 virus in the line of duty, and illnesses normally known as childhood diseases; such as mumps, measles, and chicken pox. This leave does not include normal adult illnesses such as colds and influenza. This leave is non-cumulative.
- IV. With exception to Paragraph II and III above, leave for any employee, as prescribed by law, shall be authorized for a total not to exceed ten (10) work days during any school fiscal year for an illness contracted or any injury sustained in the line of duty, or a total of ten (10) days for the same illness or injury. The employee granted such leave is entitled to full pay status for a period not to exceed ten (10) working days. If the employee is unable to resume work at the end of a ten (10) work day period, he/she may elect to use accrued sick leave and receive salary payments.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F. S.

LAWS IMPLEMENTED:

**1001.43, 1012.61, 1012.63,
1012.66, 1012.695, F. S.**

STATE BOARD OF EDUCATION RULE:

6A-1.080

HISTORY:

**ADOPTED:
REVISION DATE(S):
FORMERLY: 3.105; 3.114**

CHAPTER 6.00 – HUMAN RESOURCES

ILLNESS-OR-INJURY-IN-LINE-OF-DUTY LEAVE

6.543

- I. Any full-time regular employee shall be entitled to illness or injury-in-line-of-duty leave for a period not to exceed ten (10) school days when he has to be absent from work because of a personal injury received in the discharge of his duties or because of illness from any contagious or infectious disease contracted in the performance of his/her duties.
- II. Any full-time regular employee documented as having been exposed to the COVID-19 virus in the discharge of his/her duties and required to quarantine for a specified number of days as recommended by the Centers for Disease Control (CDC) shall be entitled illness-in-the-line-of-duty leave for that period of time. If the employee is unable to resume work at the end of that period of time, he/she may elect to use accrued sick leave and receive salary payments.
- III. Illness-in-the-line-of-duty leave is intended for use with Worker Compensation claims including having contracted the COVID-19 virus in the line of duty, and illnesses normally known as childhood diseases; such as mumps, measles, and chicken pox. This leave does not include normal adult illnesses such as colds and influenza. This leave is non-cumulative.
- IV. With exception to Paragraph II and III above, leave for any employee, as prescribed by law, shall be authorized for a total not to exceed ten (10) work days during any school fiscal year for an illness contracted or any injury sustained in the line of duty, or a total of ten (10) days for the same illness or injury. The employee granted such leave is entitled to full pay status for a period not to exceed ten (10) working days. If the employee is unable to resume work at the end of a ten (10) work day period, he/she may elect to use accrued sick leave and receive salary payments.

STATUTORY AUTHORITY:

1001.41, 1012.22, 1012.23, F. S.

LAWS IMPLEMENTED:

**1001.43, 1012.61, 1012.63,
1012.66, 1012.695, F. S.**

STATE BOARD OF EDUCATION RULE:

6A-1.080

HISTORY:

**ADOPTED:
REVISION DATE(S):
FORMERLY: 3.105; 3.114**

THE HERALD
PUBLISHED WEEKLY
HAVANA, GADSDEN COUNTY, FLORIDA

State of Florida
County of Gadsden

Before the undersigned personally appeared Mark Pettus, who on oath says that he is the publisher of The Herald, a weekly newspaper published at Havana, in Gadsden County, Florida; that the attached copy of advertisement, being a Legal in the matter of

Notice to Adopt Amend School Board Policy

In the _____ Court, was published in said newspaper in the issues of _____

September 3, 2020

Affiant further says that the said The Herald is a newspaper published at Havana, in said Gadsden County, Florida, and that the said newspaper has heretofore been continuously published in said Gadsden County, Florida, each week and has been entered as second class mail matter at the post office in Havana, in said Gadsden County, Florida, for a period of one year next preceding the first publication of the attached copy of advertisement; and affiant further says that he has neither paid nor promised any person, firm or corporations any discount, rebate, commission or refund for the purpose of securing this advertisement for publication in the said newspaper.

[Handwritten Signature]

Sworn to and subscribed before me this 3

day of September, A.D. 20 20

(SEAL) COLLEEN SPERRY
NOTARY COMMISSION # GG233268
EXPIRES June 28, 2022

[Handwritten Signature]
Notary Public

THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA NOTICE OF INTENT TO ADOPT POLICIES
DATE OF THIS NOTICE: August 25, 2020
The School Board of Gadsden County, Florida hereby gives notice of its intent to adopt/amend Gadsden County School Board Policies.
PURPOSE AND EFFECT: The purpose and effect of this policy amendment is to establish rules that govern processes while conducting business on behalf of the Board.
RULEMAKING AUTHORITY: Sub-section 1001.41(2), Florida Statutes
LAWS IMPLEMENTED: 1000.21, 1001.41, 1001.42, 1001.43, 1001.51, 1002.20, 1002.31, 1002.38, F.S.
SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE
FACTS AND CIRCUMSTANCES