



Pam Stewart, Commissioner

2015-2016 DISTRICT IMPROVEMENT AND ASSISTANCE PLAN

20 - Gadsden

Mr. Reginald C James, Superintendent
Melissa Ramsey, Region 1 Executive Director

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Current District Status

Supportive Environment

Mission and Vision

District Mission Statement

The mission of the Gadsden School District is to build a brighter future as we prepare students for success in life.

District Vision Statement

It is the vision of The School Board of Gadsden County that all students are prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities. The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Through the collaboration of a caring school community and the allocation of resources, aligned with our mission and goals, we will maximize the opportunities for all students to succeed in life. The Gadsden County School District believes that . . . All students can learn; Each student is a valued individual with unique physical, social, emotional, and intellectual needs; The commitment to continuous improvement to achieve the goal of enabling all students to realize their potential in a rapidly changing, diverse, global society is expected of all stakeholders of the school system; Assessments of student learning provide students with a variety of opportunities to demonstrate the achievement of the expectation for their learning; Education is the key to opportunity and social mobility; A safe and supportive learning environment promotes student achievement; Students need to not only develop a deep understanding of essential knowledge and skills, but also need to develop the capacity to apply their learning, and to reason, solve problems, and produce quality work; The chief priority of any school system should focus on learning across the system (Student learning, professional learning, and organizational learning); The development of a caring school community should be a priority for our school system; and The allocation of our resources, in alignment with our mission and goals, helps to maximize the opportunity for students to learn and experience success in school.

Supports for School Improvement

Describe the process through which the district identifies and aligns all district resources (e.g., personnel, instructional, curricular, policy) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The process is to provide forums (groups of stakeholders using mechanisms that evaluate needs) that ensure there is open communication at all times between different departments through regular meetings with all stakeholder groups to review funding sources and data, including funding from state, federal and local sources, district mission/vision/goals, and the goals/deliverables of all state and federally funded projects to prioritize dollars to the needs of students in the district. These forums, include but are not limited to:

- Budget Meetings
- Staffing Meetings with individual school leaders
- Executive Management Meetings
- Instructional Leadership Meetings
- District Leadership Meetings
- Education Transformation Operations (ETO) Meetings

- Interdepartmental Meetings
- Federal Program Collaboration Meetings
- Assessment/Data Review Meetings

Include the methodology for coordinating and supplementing federal, state and local funds, services and programs to align to interventions in Priority and Focus schools.

After analysis of needs assessment data, the methodology used is the integration of all district activities with financially informed project strategies to provide clarity and blend important metrics such as start-up costs, time needed, funding status, stakeholders involved, strategies, products, implementation of strategies, and identifying schedules for timely delivery of financially feasible projects designed to raise student proficiency and develop college and career ready graduates.

Provide the person(s) responsible:

- Deputy Superintendent
- Assistant Superintendent of Business and Finance
- K-12 Supervisor
- Director Human Resources/Staff Development
- Director ESE Services
- Director MIS-IT Technology
- Director Federal Programs
- Coordinator Parent Services
- Coordinator Early Learning
- Coordinator of Assessment
- District Reading Specialists
- District Math Specialist
- District Science Specialist
- Principal Consultant
- Other district staff

Frequency of meetings: Monthly, or sooner as needed.

How inventories of resources are maintained:

- Capitalized resources (over \$750 per single item and useful life of over 1 year) are documented and lists maintained by district inventory specialist.
 - Annual reviews of capitalized inventory are conducted with department heads and site leaders verifying location and/or transfer of property.
 - Non-capitalized resources (under \$750 per single item and useful life of less than 1 year) that are consumable are not documented, except through review of purchase orders
 - Non-capitalized resources (under \$750 per single item and useful life of more than 1 year) purchased through federal funding and are not consumable are kept track of through inventory records in federal programs office and shipment records to sites.
 - Inventories of textbook resources are kept by the K-12 Office and are tracked through transfer forms and purchase orders; collection of older texts are also tracked and submitted for return to companies and/or disposal.
 - Inventories of smaller digital devices purchased with local funding are kept with MIS department and regular review and recall of items is done to update and re-inventory equipment.
 - Records of employee assets and their credentials are kept in the district Personnel Office.
- Any problem-solving activities used to determine how to apply resources for the highest impact:
- Funding, staffing, and instructional decisions are all driven by data analyses to ensure that the resources are prioritized based on student needs
 - Schools identified as focus and priority by the Florida Department of Education are provided extra resources specifically targeted to achievement gaps and student accommodations to close gaps and raise student achievement. A district-led ETO team provide ongoing daily, weekly, and monthly services for progress monitoring, teacher modeling, and other technical assistance to these schools.
 - All school staffs are provided ongoing professional development to build teacher quality, ensure highly qualified teaching staff, and to enhance their personal development for retention and sustainability of reform efforts.

Describe the way in which the district allocates resources to schools. Include the person(s) responsible for this process, frequency of data review and decision making, and processes used to differentiate and monitor resource supports

- Staffing resources are allocated based on state and federal dollars generated by student enrollment.
- Federal program resources are allocated on a per student basis based on funding generated for supplemental activities.
- Internal budgets of local and other state dollars are allocated based on student enrollment and/or weighted services necessary to accommodate student needs.
- District operational resources are allocated based on Superintendent and School Board priorities as they implement state and local mandates, legislation, and/or policies.

Include the person(s) responsible for this process:

- Deputy Superintendent
- Assistant Superintendent of Business and Finance
- K-12 Supervisor
- Director Human Resources/Staff Development
- Director ESE Services
- Director MIS-IT Technology
- Director Federal Programs
- Coordinator Parent Services
- Coordinator Early Learning
- Coordinator of Assessment
- District Reading Specialists
- District Math Specialist
- District Science Specialist
- Principal Consultant
- Other district staff

Frequency of data review and decision making: Daily, weekly, and/or monthly as needed to address student needs and district requirements by state, local, and federal agencies.

Processes used to differentiate and monitor resource supports:

- Regular ongoing review of all funding sources and funding available for instruction and operation of district activities
- Consolidation of all grant and project goals and deliverables, including sources of baseline data and evidence sources, into one document for review by all instructional and district leaders to better align programs, reduce duplication of expenditures and services, and reduce program fragmentation.

Identify specific policies and practices the district shall seek to add, modify or remove in order to establish or strengthen systems that support school-based leadership teams to implement interventions. Provide the rationale for the proposed changes and the steps required to make the modifications, including person(s) responsible for implementation and follow-up

The School Board of Gadsden County has reviewed, revised and/or adopted and approved the following policies as of June 25, 2013 to effectuate a system of support of all schools to implement and achieve school improvement initiatives:

2120 - SCHOOL IMPROVEMENT

The School Board supports the concept of school improvement as established by the State Board of Education and will seek to create and/or maintain effective schools as defined by Florida statute. The Board shall annually approve and require implementation of a school improvement plan for each school in the District and shall provide funds to schools for developing and implementing school improvement plans. In addition to adopting a mission statement and educational philosophy for the District, the Board shall create, as needed, policies which support the school improvement process. The Superintendent shall establish administrative procedures which will provide for:

A. School improvement plans which are developed and implemented by school-based teams, working collaboratively, so that both building level and District level goals for students can be identified and

correlated, and then achieved through effective planning, problem-solving, and assessment.

B. A District-wide, school-improvement plan which provides for building-level decision-making regarding program assessment, curriculum review, determination of performance standards, budgetary review, staff development, and the monitoring and assessment of student outcomes.

C. Collaboration at both the building and District levels with parents, relevant institutions and groups, especially those in the community, who can support and facilitate school improvement in the District.

D. A system of school reports and dissemination of information regarding the performance of students and educational programs as required by Florida statute and State Board of Education rule.

In order to enhance school improvement, the Superintendent is authorized to waive any policy that has been enacted in order to comply with the following Federal statutes/regulations and to request waivers from these laws/regulations from the Superintendent of Public Instruction:

Titles I, II, IV, VI, and Part C of Title VII of the ESEA Act of 1965

The Carl Perkins Vocational and Applied Technology Education Act

The General Education Provisions Act

Parts of Education Department General Administrative Regulations

In requesting such waivers, the Superintendent is to abide by the procedures established by the State Department of Education.

2700 - ACADEMICALLY HIGH-PERFORMING SCHOOL DISTRICTS

The School Board believes that a goal of any public school system should be to enable each student to achieve to the best of his/her ability. That end, is best achieved through continuous development of the curriculum, the selection, development, and retention of high quality staff members, and the motivation of each individual student, instructional staff member, support staff member, and administrator in the District. Earning designation as an academically high-performing school district must not be viewed as an end unto itself, but rather as the standard for which the District strives each year. Florida statute provides school districts that demonstrate the ability to consistently maintain or improve their high-performing status with exemptions from many requirements set forth in statute and in the rules adopted by the State Board of Education to implement State law.

The District must meet the following criteria if it is to be exempt from requirements in Florida statutes and from the State Board of Education rules that implement those statutes:

A. earn a grade of "A" for two (2) consecutive years;

B. have no District-operated school that earns a grade of "F";

C. comply with all class size requirements;

D. have no material weakness or noncompliance in its annual financial audit.

An academically high-performing school district, while exempt from a number of statutes and rules that govern school districts, is not exempt from the following:

A. statutes pertaining to services for students with disabilities; civil rights/discrimination; student health; safety and welfare; student assessment program and school grading system

B. statutes pertaining to financial matters, except that a high-performing district may waive the required program expenditure levels for grades K-12 as specified in Florida Statute

C. statutes pertaining to planning and budgeting, except that a high-performing district may waive the required comprehensive reading plan specified in Florida statute, because these districts are approved to receive the research-based reading instruction allocation without complying with those provisions of law

D. statutes governing election or compensation or district school board members

E. Florida statute relating to differentiated pay and performance pay policies

F. statutes pertaining to educational facilities, except that a high-performing district may waive statutory provisions relating to covered walkways for portables and statutory provisions relating to relocatable facilities over twenty (20) years old

G. statutes pertaining to instructional materials, except that a high-performing school district may waive the requirement to requisition State-adopted instructional materials from the depository of the publisher with whom a contract has been made, and a high-performing school district may also waive the requirement to use fifty percent (50%) or more of the annual instructional materials allocation on items to provide instruction at the level for which the items are designated

Upon earning the designation as an academically high-performing school district, the Superintendent shall submit an annual report to the State Board of Education and the Legislature on December 1st that delineates the performance of District students with regard to the subjects on the State-wide assessment program as required by State law. Academically high-performing school districts retain the designation for three (3) years and may renew the designation if the criteria to do so are met. The requirements for renewal are as follows:

- A. comply with all class size requirements;
- B. have no material weaknesses or noncompliance in its annual financial audit
- C. earns a grade "A" for two (2) years within the previous three (3) year period
- D. have no District-operated school that earns a grade of "F" in any year

If the District is designated as an academically high-performing school district but fails to meet the requirements for renewal, then the Superintendent must provide written notification to the State Board of Education that the District is no longer eligible to be so designated. If the District is designated as an academically high-performing school district and a district-operated school receives a grade of "F" at any time during the three (3) year period, the District loses the designation. If the District meets original eligibility requirements in the future, it can regain the designation. The Superintendent shall develop and update as needed administrative procedures to implement this policy.

2111 - PARENT AND FAMILY INVOLVEMENT IN THE SCHOOL PROGRAM

The School Board recognizes and values parents and families as student's first teachers and decision-makers in education. The Board believes that student learning is more likely to occur when there is an effective partnership between the school and the student's parents and family. Such a partnership between the home and school and greater involvement of parents in the education of their students generally result in higher academic achievement, improved student behavior, and reduced absenteeism. For purposes of this policy, the term "families" is used in order to include student's primary caregivers, who are not their biological parents, such as foster caregivers, grandparents, and other family members. In cultivating partnerships with families and communities, the Board is committed to the following:

A. Relationships with Families

1. establishing school environments that are welcoming, supportive, and student-centered;
2. providing professional development for school staff that helps build partnerships between families and schools; 2,3
3. providing family activities that relate to various cultures, languages, practices, and customs, and bridge economic and cultural barriers; 2,3
4. providing coordination, technical support and other support to assist schools in planning and implementing family involvement activities. 3

B. Effective Communication

1. providing information to families to support the proper health, safety, and well-being of their students;
2. providing information to families about school policies, procedures, programs, and activities; 2,3
3. promoting regular and open communication between school personnel and students' family members;
4. communicating with families in a format and language that is understandable, to the extent practicable; 2,3
5. providing information that will enable families to encourage and support their students' academic progress, especially in the area of reading; 1
6. providing information that will enable families to encourage and support their students' citizenship, especially social skills and respect for others; 1
7. providing information that will enable families to encourage and support their students' realization of high expectations and setting life-long learning goals; 1
8. providing information and involving families in monitoring student progress; 3
9. providing families with timely and meaningful information regarding Florida's Sunshine State Standards, State and local assessments, and pertinent legal provisions; 2,3
10. preparing families to be involved in meaningful discussions and meetings with school staff. 2,3

C Volunteer Opportunities

1. providing volunteer opportunities for families to support their students' school activities;
2. supporting other needs, such as transportation and student care, to enable families to participate in school-sponsored family involvement events. 3

D. Learning at Home

1. offering training and resources to help families learn strategies and skills to support at-home learning and success in school; 1,2,3
2. working with families to establish learning goals and help their students accomplish these goals;
3. helping families to provide a school and home environment that encourages learning and extends learning at home.

E. Involving Families in Decision Making and Advocacy

1. Involving families as partners in the process of school review and continuous improvement planning

involving families in the development of its District-wide parent involvement policy and plan, and distributing the policy and plan to families. 2,3

F. Collaborating with the Community

1. building constructive partnerships and connecting families with community-based programs and other community resources; 2,3
2. coordinating and integrating family involvement programs and activities with District initiatives and community-based programs that encourage and support families' participation in their students' education, growth, and development. 2,3

Implementation

The Superintendent will provide a comprehensive plan to engage parents, families, and community members in a partnership that supports each student's academic achievement, the District's continuous improvement, and individual school improvement plans. The plan will provide for annual evaluation, with the involvement of parents and families, of the plan's effectiveness and identification of barriers to participation by parents and families. Evaluation findings will be used in the annual review of the Parent and Family Involvement policy and to improve the effectiveness of the District plan. Pursuant to State law, the Superintendent shall develop and annually disseminate a parent guide to successful student achievement, consistent with the guidelines of FLDOE, which address what parents need to know about the educational progress of their students and how parents can help their students achieve in school.

Provide the district's definition of “operational flexibility” provided to schools implementing a District-Managed Turnaround option under section 1008.33, Florida Statutes, or a Turnaround, Transformation or Restart with EMO model under the SIG 1003(g) program as it applies to school-level autonomy over staffing, scheduling and budgeting

Gadsden County places responsibility for designing a district turnaround plan in the hands of the Education Transformation Operations (ETO) Office in collaboration with the lower performing school principals. The responsibility of implementing a school-level turnaround plan is a collaborative effort between the ETO and the school's principal and teaching staff. Principals in turnaround schools are given the authority to implement a reform plan that is specific to the needs of the school and its students. The principal is given the flexibility to hire staff and develop a team of teachers who are committed to positively impacting school improvement. No teacher will be placed at the school that has not met with the approval of the turnaround principal and other committed staff members who form the school leadership team. The principal will determine if a staff member is not supportive of his/her reform plan to implement turnaround strategies. Staff members who are not supportive of the reform plan will be removed from the school at the principal's request. While the district leadership team, with school leader input, selects district-wide initiatives to be applied to every school, the principals at turnaround schools are given additional flexibility in determining what specific supplemental interventions they feel are necessary to move their students ahead academically. Turnaround principals have flexibility from several district rules on instruction, school schedule,

student groupings, and other instructional strategies. In most cases, principals focus first on changing school culture to build both teacher and student expectations.

Sustainability of Improvement

Describe how the district will sustain improvements that are a result of the interventions described in Part III of this plan after the schools' Differentiated Accountability designation of Focus or Priority is removed. Include any plans to reorganize personnel, redistribute resources or reach out to community organizations, unions and other partners to build capacity for and sustainability of improvements

School Reform Sustainability Plan for Turnaround Schools

Sustainability is the ability of a program to maintain its core beliefs and values and use them to guide program adaptations to changes and pressures over time. Sustaining school improvement over a long period of time is more than just keeping up new practices past the implementation year. Initial maintenance is only the first step of a much longer journey. The primary method of sustainability is for school leaders and staff members to learn how to intentionally nourish and prolong improvement initiatives by extending and adapting them over time. Prolonged, continuous improvement requires continually asking and acting on the answers to several key questions: How can we do even better tomorrow? What's working and what's not? What do we need to change next? Too many school improvement efforts wither and die after a year or two of hard work, usually after the first flush of success. At the same time, research shows that sustaining reforms beyond a few years can create big payoffs for students. One large-scale study of student achievement in schools implementing comprehensive school reform models found that after the fifth year of implementation, reform effects began to increase substantially.

Three Core Educational Activities to Sustain School Improvement

Sustaining improvement is a long-term process that involves the following three kinds of overlapping activities:

- Maintaining the improvement effort beyond initial implementation.
- Extending the improvement effort after its initial success.
- Adapting the improvement effort so that it survives and thrives over the long term.

Maintaining Improvement Initiatives Beyond the Implementation Year

Maintaining new practices beyond the first year of implementation requires more than simple persistence. Many kinds of unforeseen obstacles can arise the following year or the year after. There is no formula for predicting the factors that will threaten an improvement effort two or three years into implementation. Schools are complex organizations, and changing major practices in one part of the school can have unforeseeable effects on other parts of the school. Therefore, maintaining an improvement effort requires keeping a sharp eye on how the change process is affecting staff members and students; keeping a constant lookout for warning signs of obstacles that might threaten the effort; and keeping a very open mind to how challenges can arise from even the most unlikely places. Many factors contribute to the fragmentation and frustration of the staff. However, one of the greatest challenges stems from the success of the reform effort itself. Fundamentally, the whole school needs to change for school reform to succeed.

Extending the Improvement Effort to Capitalize on Early Success

One of the most common and damaging mistakes school leaders make following implementation is to declare victory too early. School reform leaders of successful efforts need to use the credibility afforded by short-term wins to tackle even bigger problems. They should go after systems and structures that are not consistent with the transformation vision and have not been confronted before. Sustaining success over the long term requires a fierce and very intentional kind of opportunism. Research on organizational change has confirmed again and again that the schools most successful at sustaining improvement over long periods of time learn to enact new improvements even as they work to maintain practices that are already working. Reform leaders have to institutionalize the question – how can we do better tomorrow than we did today - as way of life, a habit of mind and

action. There is no ultimate finish line in a highly visionary school. There is no point where the reform team can afford to feel they can coast the rest of the way, living off the fruits of their labor. Schools that sustain improvement make deeper and more consistent changes. They continue to push beyond a comfortable level and don't become complacent. They intensify the use of strategies that fueled initial success and extend changes in curriculum and instruction into all grades. Successful school reforms continue to move forward or critical momentum will be lost and regression may follow. It's important to celebrate early success, but schools that successfully sustain reforms do not allow the first flush of success to turn into complacency.

Adapting Improvement Initiatives Over Time

In the long run, maintaining and extending improvement initiatives is not enough. Expectations change, policies change, local and state political environments change, students change, school leaders change, and faculties change. Even the most successful improvement initiatives must eventually "evolve or die." One very important constant is to have a clear school vision comprised of a well-defined mission and set of core values that seldom, if ever, change. To sustain growth over long periods of time, school leaders must cling fiercely to their core visions while considering everything else—practices, structures, job definitions, schedules—up for grabs. Programs that are sustainable move beyond maintenance and develop the ability to evolve. This evolutionary process has two stages. The first stage is a kind of selective adaptation in which schools constantly try new things, keeping those that work while throwing away those that don't. The second stage is the fine-tuning of individual reform elements to ensure that they keep working as the environment around them changes. Sometimes the best moves are made by experimentation, trial and error, and by accident. A school cannot simply flail around blindly, trying anything that sounds remotely interesting. Instead, the things they try should be smart in two important ways. They should be strongly influenced by and aligned with the school's and the school district's mission and core values. They should also be guided by evidence about what has worked elsewhere and what research has proven to be effective. Many schools are littered with layer upon layer of past reforms and interventions that no longer produce results, if they ever did at all. On the other hand, highly successful schools should be unsentimental about jettisoning programs that don't work even if students, parents, or teachers like them a lot. Sometimes educators decide that a particular program or practice is worth keeping, but only if it can be adapted so that it aligns with current needs and can continue to deliver results in a changing environment. Successful schools pull apart the curriculum and reconstruct it so that it is better aligned with state standards and provides a seamless integration of core knowledge, rigor, relevance, critical thinking, and the state standards that will lead to student success.

Other Sustainability Efforts for School Reform Over Time

Sustainability of successful school reform also rotates around involvement of other key stakeholders outside the school environment. The district's turnaround office will develop long-term plans for the district as a whole to create, maintain, and sustain high academic performance on all school campuses in the district. District leadership will develop staffing plans that include placement of highly qualified and successful school leaders into the schools with the most need to improve academically. Flexibility and staffing will also follow the identified principal to begin the school reform effort. Authority, responsibility, and incentives will be provided to highly effective school reform teams as they take on new school improvement challenges and implement successful and sustainable programs. The Community Assessment Team (CAT) will review school improvement efforts and provide community and business input. The CAT team will serve as the catalyst to identify and solicit resources from business partners and other city and county agencies that would benefit most from highly skilled graduates. The bargaining unit will be asked to consider school reform efforts in their instructional and non-instructional school employee meetings and work collaboratively with the district to negotiate ways that the teachers can be rewarded for high performance as well as accepting of more responsibility and taking ownership for excellence in teaching and student achievement outcomes.

Stakeholder Involvement

PIP Link

<https://www.floridacims.org/documents/275334>

Describe the district's *ongoing* mechanisms for engaging families and the community in school improvement efforts

- The District Parent Resource Center will continue to be supported through Title I, IDEA, and General Revenue. Title I Schools' Parent Resource Rooms will be inventoried and will continue to be placed at the school sites where parents have ready access to basic information about their school and their students' academic options.
- The District Parent Resource Center will continue to serve as a clearinghouse for disseminating information to all parents and expanding community involvement activities.
- The district will continue to expand services via a Family Resource Mobile Unit (family education training opportunities) that is regularly scheduled to be out in the neighborhoods providing on-site assistance to parents; providing community training; and providing guidance and information to parents who may not be able to attend meetings at schools.
- Parent support is provided for each Title I school in developing and marketing specialized curricular emphasis based on the school's staff and program expertise.
- Further support is provided to all schools by assigning school resource persons from each district department to each school to be their liaison for issues and requests to help them support their students and parents. Types of Parent Involvement include, but are not limited to: Parenting Activities designed to help families understand young adolescent development, acquire developmentally appropriate parenting skills, set home conditions to support learning at each grade level, and help schools obtain information about students.
- Communicating Activities focusing on keeping parents informed through such things as electronic communication, mail and other public notices, memos, report cards, conferences about student work, and school functions.
- Volunteering Activities to incorporate strategies designed to improve volunteer recruiting, training, and scheduling. - This will be done with Vista Volunteers serving as parent liaisons, as funding permits.
- Learning-at-home Activities to allow for coordination of school work with work at home (e.g., goal setting, interactive homework).
- Decision-making Activities designed to solicit the voice of parents in decisions about school policies and practices.
- Collaborating with community activities acknowledging and bringing together all community entities (e.g., with the community, business/industry, and faith-based organizations) with a vested interest in the education of young adolescents and parents as equal partners in their child's education - such as Vista providing volunteers for parent liaisons. Child care will be provided for parents as necessary through school volunteers, Vista parent liaisons at workshops, and through community sponsors as available. Parent Resource Coordinator will present at parent workshops about strategies especially designed to enhance parent engagement. Skylert will be a primary tool used for electronic communication and parent awareness of upcoming activities.

Describe how the district involves school leadership in the development and implementation of turnaround plans and other school-level interventions

The school-level turnaround plans and supplemental activities are developed by school stakeholders in collaboration with district leaders, the ETO specialists, and the services of an external principal consultant. The process starts with an external evaluation of the school improvement plans from the previous year to see if strategies were implemented and led to desired outcomes. Review of the evaluation data with school-level staff and SAC committee stakeholders, encourages discussion of barriers, development of new or revised strategies/goals, and begins to focus school stakeholders on the student needs identified by the results of the state assessment and review of other annual survey data collected by the school and district and submitted to FDOE. Peer review teams, led by an external consultant review school improvement plans to provide peers with promising practices sharing and other

ideas to close achievement gaps. Plans are reviewed for alignment with the district curricula and the Florida Standards. Resources are identified to meet strategic outcomes, with a focus on existing resources and any free resources available. ETO staff collect repositories of free and/or district developed resources and makes them available to assist all schools in implementing research-based strategies. CPalms and Florida Standards web site links are used to supplement all reading, science, and math instruction and direct development of district resources for schools. Federal funding provides principal consultancy for school leaders on a quarterly basis, with a focus on new or struggling leaders on a monthly basis. District textbook options are presented to a committee of teacher stakeholders and school leaders as textbook adoption cycles dictate to determine which textbook they would like to use as the basal instrument for each content area. District leaders are brought together to review vendor options of supplemental materials available to support their assessed content areas. School leaders are allowed to choose other interventions to support other content areas or focus on enrichment based on their available federal dollars. The district, in conjunction with school level staff, has seriously reviewed the level and amount of different reading interventions available at the schools and has implemented a strategy of core plus one to bring a sharper focus on the use of the intervention materials and the professional development necessary to implement the interventions with fidelity.

Effective Leadership

District Turnaround Lead

Employee's Name and Email Address

Smith, Rosalyn, smithr@gcpsmail.com

Employee's Title

Assistant Superintendent

Employee's Phone Number

(850) 627-9651

Employee's Phone Extension

1253

Supervisor's Name

Reginald C. James

Supervisor's Title

Superintendent

Employee's Role and Responsibilities

The district's turnaround lead is directly responsible for supervising principals and managing the work of our district's Education Transformation Operations (ETO) department. The ETO team, which is comprised of content area specialists, intensely serves our underperforming schools by offering job-embedded professional development, co-teaching experiences, collaborative planning, and the coaching cycle. The goals of the turnaround team are to support the implementation of standards-based instruction and research-based practices. The district turnaround lead fosters collaboration among the various departments within the central office, carefully harnessing expertise and resources so that our instructional leaders and teachers are adequately supported in the following areas:

- Data disaggregation and data-based decision making
- Progress monitoring systems
- Differentiated/Tiered professional growth and development

District Leadership Team:

Thomas, Sharon, thomass@gcpsmail.com

Title Director
Phone 850-627-9651 x 1240

Supervisor's Name Rosalyn W. Smith

Supervisor's Title Assistant Superintendent

Role and Responsibilities

To assure the development and delivery of an appropriate education in the least restrictive environment to all students eligible for exceptional education in Gadsden County. Assure that all due caution and procedures for due process have been afforded the parents of students as it relates to the exceptional student education program. Initiate new programs and continuously plan for an expanded program for exceptional students.

Promote adequate procedures for referral and identification of exceptional students. Serve as administrator for the development of all state and federal grants related to exceptional student programs and services.

Plan with principals in providing appropriate programs and related services for exceptional students.

Supervise the coordination of transportation for students in county and multi-district programs.

Assist in the evaluation and selection of textbooks and other instructional materials to be recommended for adoption in exceptional student education programs.

Monitor the articulation of exceptional student education programs.

Supervise the coordination of appropriate Child Find, inter-agency, and intervention services for all eligible children aged birth to five.

Provide administration for students participating in multi-district programs.

Serve as a resource person to interpret exceptional student education and student services programs to school personnel and the community.

Maintain a close working relationship with school personnel to ensure information exchange, coordination of efforts, and general support for the decision-making process.

Establish and maintain a close working relationship with community and governmental agencies to coordinate exceptional education services to students and families.

Work closely with federal programs, elementary education and secondary education to ensure coordination of efforts.

Assure the provision of in-service training programs for Exceptional Student Education personnel.

Keep up-to-date and well-informed about trends and best practices, including changes in statutes, rules, and policies related to Exceptional Student Education.

Maintain a network of peer contacts through professional organizations.

Promote and support the professional growth of self and others.

Assist principals and other appropriate personnel in keeping abreast of requirements and best practices in Exceptional Student Education.

Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.

Assist in projecting F.T.E. and personnel needs for Exceptional Student Education programs.

Provide input in the planning, modification, and construction of educational facilities.

Prepare or oversee the preparation of all required reports and maintain all appropriate records.

Assist in the recruitment, recommendation and supervision of Exceptional Student Education personnel and assess the need for additional personnel.

Maintain a budget and provide allocations for assigned Exceptional Student Education staff.

Perform other duties as assigned.

Provide leadership and direction for the planning, implementation, and evaluation of Exceptional Education

Demonstrate initiative in recognizing needs or potential for improvement and take appropriate action.

Use appropriate interpersonal styles and methods to guide individuals and groups to appropriate task accomplishment.

Model and maintain high standards of professional conduct.

Contribute to District planning activities, including setting goals and objectives and use of resources.

Wiggins, Sheantika, wiginss@gcpsmail.com

Title	Director
Phone	850-627-9651 x 1234
Supervisor's Name	Rosalyn w. Smith
Supervisor's Title	Assistant Superintendent

Role and Responsibilities

To provide leadership and direction to the District's Media Technology Program for the students and teachers of Gadsden County.

Facilitate the establishing of a District-wide Instructional Technology Plan that will include priority, guidelines and criteria for purchasing and installing infrastructure, hardware and software.

Initiate the preparation and coordination of the annual District-wide media services operating budget and coordinate the administration of the adopted budget.

Set guidelines and criteria for coordinated purchasing of new and disposing of outdated books, media materials and equipment.

Assume responsibility for long-range planning for the District's total media services.

Organize and implement an audio visual aids program for general circulation among the schools and departments of the District, such a program to include use of video and audio recordings, transcriptions, tapes, slides, exhibits, posters, computer programs, laser based media, and other audio or visual instructional materials and equipment.

Establish and administer coordinated procedures for technology support services including repairs and upgrades.

Supervise the installation, operation, and upgrading of a District-wide Area Network for Internet access.

Manage budgets for various projects (media, Materials and Technology) annually as well as an annual budget for instructional media services based on comprehensive planning.

Prepare a detailed annual report for the Superintendent covering growth of the collections and programs offered, plan for development, and comparisons of the District's media centers and media services with state and national norms and standards.

Maintain a continuous program of evaluation of techniques and services in the school media centers.

Prepare or oversee the preparation of textbooks for evaluation.

Seek additional sources of District revenue by writing grants and serving as a technical assistant to others who are writing grants for media acquisitions.

Provide leadership and direction for comprehensive media services in support of District goals and priorities.

Meet monthly with technology specialists and media specialists.

Assist school administrators in selection and evaluation of media technology personnel as requested.

Use appropriate interpersonal styles and methods to guide individuals and groups toward task accomplishment.

Facilitate problem-solving by individuals and groups.

Model effective facilitation skills.

Consult on the selection and acquisition of hardware and software for each school's use.

Assist the media specialists in establishing and maintaining an electronic system of

accounting for all library books, reference volumes, audio visual materials, and periodicals.

Maintain open communication and cordial relations with the professional staff of the municipal library system for the resolution of mutual problems and the full utilization by the school of municipal library services, programs, and materials.

Set high standards and expectations for self and others

Direct the design and implementation of programs for school and District staff development.

Keep abreast of trends, developments, and issues related to media technology.

Attend state and national conferences to provide current media and technology information.

Assist department staff in keeping up-to-date and well-informed about issues and changes in assigned area of responsibility.

Facilitate staff development opportunities in the use and integration of technology into the curriculum.

Seek additional sources of revenue for technology projects by writing grants and managing all such projects.

Keep informed about all types of educational technology and remain up-to-date on trends and practices regarding its use.

Represent the School District at state level meetings concerning instructional library / media, instructional materials (textbooks), and educational technology.

Keep informed about all types of educational materials in non-print as well as print media, and remain up-to-date on trends and practices regarding their use.

Perform other duties as assigned.

Provide support for instruction of Florida Standards and instructional standards on state and national tests.

Ensure that lesson plans reflect support of classroom instructional program.

Select print materials, software, and technology support instructional program.

Raynak, Rose, raynakr@gcpsmail.com

Title Director

Phone 850-627-9651 x 1600

Supervisor's Name Rosalyn W. Smith

Supervisor's Title Assistant Superintendent

Role and Responsibilities

To provide leadership, coordination and support of federal programs that will enhance opportunities for student growth and improved student performance. Monitor the implementation of federal programs to ensure compliance with provisions of the grant(s). Establish and maintain financial records for each funded program to ensure adherence to budget requirements and maintenance of records for fiscal compliance. Direct the preparation and submission of reports as required for federal and specially funded programs. Follow-up and resolve findings of external auditors. Review materials and participate in activities designed to develop expertise in the implementation of prescribed curricular experiences. Supervise the development, implementation and evaluation of innovative curriculum and instructional techniques provided to students served in federal programs. Maintain a working relationship with all appropriate governmental agencies. Use effective communication strategies to interact with a variety of audiences. Respond to inquiries and concerns in a timely manner. Ensure information exchange, coordination of efforts and articulation of program and services by working closely with school administrators. Assist in the development, implementation and evaluation of staff development activities. Set high standards and expectations for self and others. Keep up-to-date and well-informed about trends and best practices in assigned area. Maintain a network of peer contacts through professional organizations. Promote and support the professional growth of self and others. Prepare, implement and coordinate federal projects and grants. Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. Recommend the establishment or elimination of special classes, programs and services. Assist in projecting budgets and personnel needs for federal education programs. Serve as a program consultant to school personnel with assistance in the identification of program needs and the selection of appropriate materials, supplies and equipment. Provide input in the planning, modification and construction of educational facilities. Prepare all required reports and maintain all appropriate records and inventories. Perform other duties as assigned. Coordinate the planning, implementation and evaluation of federal programs and services. Implement and monitor suitable procedures for screening and diagnosis of students' problems.

Implement and monitor procedures for placement, transfer and program completion for students in federal programs.

Assist in maintaining appropriate coordination between federal programs and other programs.

Assist principals, as needed, in the recruitment, selection, placement and appraisal

Garcia, Ana, garciaa@gcpsmail.com

Title Administrator

Phone 850-627-6687

Supervisor's Name Rosalyn W. Smith

Supervisor's Title Assistant Superintendent

Role and Responsibilities

To provide leadership, coordination and support of ESOL services to LEP students that will enhance opportunities for student growth and improved student performance.

Perform the duties of a resource / liaison person for all school centers in all assigned curriculum areas.

Preview, evaluate, and recommend classroom materials as requested.

Assist school centers in offering appropriate scope and sequence for all areas of responsibility.

Coordinate translations of school and District documents.

Translate student transcripts from foreign countries to equate listed courses with appropriate District courses.

Prepare reports to address all assigned curriculum areas as needed.

Provide materials and activities which address LEP student needs as requested.

Prepare and monitor budgets for assigned areas.

Interview teacher and paraprofessional candidates in assigned areas as requested.

Provide a link between and among District administrators and school centers and community.

Provide information regarding curriculum recommendations/changes to school-level personnel.

Work cooperatively with ESE, Alternative Education and Adult and Community Education in assigned curriculum areas.

Coordinate educational programs with appropriate community organizations.

Organize and direct in-service programs in all assigned curriculum areas.

Remain abreast of developments in media / technology education.

Attend and participate in local, regional, and state meetings and conferences representing the assigned curriculum areas.

Promote and support the professional growth of self and others.

Maintain a network of peer contacts through professional organizations.

Evaluate offerings in specialty areas and assist in developing short- and long-range plans.

Assist Social Work Services and Psychological Services in extending assistance and support to appropriate clients and families.

Provide input to appropriate personnel regarding upcoming plans, program coordination and curriculum area developments.

Coordinate curriculum guides with teachers for each of the assigned areas.

Assist in the testing of the LEP population.

Supervise the ESOL Itinerant Teacher and support personnel.

Develop and produce the LEP plan for the District.

Monitor the compliance with the LEP plan.

Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.

Prepare all required reports and maintain all appropriate records.

Perform other duties as assigned.

Assist all teachers and administrators functioning in a supportive or functioning role in each assigned area.

Supervise compliance with all local, state and federal policies, laws, rules and regulations related to the assigned area.

Harden, Carolyn, hardenc@gcpsmail.com**Title** Administrator**Phone** 850-627-3861**Supervisor's Name** Rosalyn W. Smith**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

To develop, produce, locate and deliver professional development services and opportunities which are consistent with and supportive of the District's vision and mission for pre-kindergarten programs and services designed to best meet the needs of students.

Oversee the development and maintenance of a master calendar for all pre-kindergarten staff development activities.

Establish goals and objectives for training programs and projects related to the District's prekindergarten instructional program.

Plan and develop in-service programs and activities for teachers, students and families.

Establish short- and long-range plans based on pre-kindergarten student needs, District, state and federal requirements.

Manage the process of budgeting for resources to meet identified pre-kindergarten training needs and plans.

Assist in the development of administrative guidelines for pre-kindergarten staff development.

Assist in the development of policies for pre-kindergarten staff development.

Assist pre-kindergarten staff in keeping up-to-date and well-informed about issues and changes in assigned areas of responsibility.

Implement, monitor and evaluate the education component of the pre-kindergarten program.

Establish and implement procedures to periodically evaluate staff development activities and to make modifications as appropriate.

Provide leadership for conducting periodic assessment of training needs for pre-kindergarten administrative, instructional, non-instructional and support personnel throughout the District.

Access student records on a need-to-know basis and protect their confidentiality.

Provide assistance to schools and departments in designing, scheduling and delivering appropriate pre-kindergarten staff development activities.

Serve as a resource person to personnel concerning professional growth and development and related staff development activities.

Select, preview, evaluate and disseminate recent and relevant professional and educational materials.

Participate in planning and implementing pre-kindergarten curriculum initiatives to assure in-service support.

Collaborate with other pre-kindergarten personnel as scheduled.

Collaborate with other departments and divisions.

Train staff development deliverers and administrators.

Assist teachers with the development of appropriate instructional learning activities that will complement their lesson plans.

Promote and support professional development for self and others.

Provide instructional staff training in the areas of curriculum, child growth and development, record keeping, student assessment and other related areas.
Use effective communication strategies to interact with a variety of audiences.
Set high standards and expectations for self and others.
Submit accurate reports in a timely manner and maintain all appropriate records.
Keep abreast of latest research relating to pre-kindergarten student needs.
Perform other duties as assigned.
Implement pre-kindergarten education / training programs in a manner which ensures that student growth / achievement is continuous and appropriate for age group and / or student program classification.

Shepard, Wayne, shepardw@gcpsmail.com**Title** Director**Phone** 850-627-9888**Supervisor's Name** Rosalyn W. Smith**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

To provide the leadership, supervision and management necessary for the construction and maintenance of all facilities of the District.

Ensure District compliance with applicable codes, rules and statutes.

Monitor the development of both short- and long-range plant maintenance plans.

Coordinate the selection of design and construction professionals.

Monitor and evaluate the planning and completion of capital improvement projects.

Locate and recommend sites for new schools and other facilities.

Coordinate activities regarding physical plants in accordance with Florida Statutes and State Board rules.

Develop, maintain and coordinate procedures to ensure a safe, clean, attractive and pleasant school atmosphere.

Receive work orders, establish priorities and assign personnel

Coordinate telephone and security systems.

Maintain effective relations with patrons, employees and the general public.

Coordinate activities of the division with schools and other divisions.

Facilitate close communication between the maintenance and facilities functions to ensure cost efficiency.

Ensure that both capital and major maintenance projects are coordinated with appropriate regulatory agencies.

Promote cooperative relationships and coordinated efforts among support services to facilitate the instructional program.

Coordinate activities with architects, engineers and contractors.

Evaluate and review, on a continuous basis, financial requirements and maintain a system of cost accounting in cooperation with the Finance Department.

Develop and deliver appropriate and current training for all assigned staff.

Keep abreast of new developments in facility design, operation of systems and maintenance techniques to ensure maximum efficiency from operational expenditures.

Keep abreast of legal requirements and proposed changes in areas of responsibility and provide advice to the Superintendent as to their impact on the District.

Attend meetings and conferences which promote professional growth and benefit the District.

Promote and support professional development for self and others.

Establish procedures which ensure personnel awareness of Florida Statutes, State Board of Education rules and health - safety standards and ensure the standards are implemented.

Develop and maintain operating manuals for distribution to appropriate personnel.

Develop, maintain and coordinate procedures to ensure timely response to plant maintenance of an urgent nature.

Supervise the maintenance of current inventory of maintenance and custodial supplies, tools and equipment.

Supervise the dispersal of required materials and supplies.

Supervise the keeping of time records and the submission of payroll for the maintenance personnel.

Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.

Exhibit confidence and commitment to the vision and mission of the District.

Perform other duties as assigned.

Serve as a member of the Superintendent's Executive Leadership Team.

Develop appropriate Board agenda items pertaining to areas of responsibility.

Establish and direct the implementation of procedures that provide school-based managers opportunities to participate in decisions that affect them and their schools.

Interview and recommend architects, engineers, project managers, contractors and other professionals related to construction and renovation of facilities.

Plan for future needs and prepare requisitions to meet the need for tools, equipment and supplies.

Prepare all required reports and maintain all appropriate records.

Hightower, Pink, hightowerp@gcpsmail.com**Title** Director**Phone** (850) 627-96511247**Supervisor's Name** Rosalyn W. Smith**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

To assist the Superintendent by serving as a staff officer, recommending changes in policy and practice, and providing professional growth experiences for all personnel which will enable them to positively impact student learning.

Oversee investigations in matters of possible violations of the Professional Code of Ethics and make recommendations to the Superintendent regarding appropriate employment action / discipline.

Handle personnel grievances.

Assure that all staff development information, records and materials are correct and disseminate as appropriate.

Plan, organize and implement training activities and programs for all District initiatives.

Develop, keep current and implement the Gadsden District Human Resource Management and Development System (HRMD) for the Districts preparing new principals program.

Plan, organize, schedule, provide and coordinate the two-year training process for the HRMD core training applicants.

Provide training in the use of the HRMD program for principals, directors, supervisors, coordinators and any other appropriate personnel.

Maintain regular liaison with the State Department of Education and other agencies concerned with employee relations and staff development.

Assist in interpreting Florida statutes, State Board of Education rules, Gadsden County School Board policy to employees and the community.

Interpret staff development programs, objectives, and needs to the District staff, School Board, principals, school facilities, civic and parent groups, teacher training institutions and others.

Plan with directors, principals, teachers and other personnel to establish training needs for local schools and future goals for all personnel.

Arrange for training activities for administrators directors, and other staff personnel based on their identified professional growth needs or the District established priorities.

Develop and keep current the program for certifying substitute teachers for the District and arrange for the necessary training activities.

Coordinate the training initiatives of all other District personnel (e.g., directors, school personnel, parents, etc.) through the record keeping process.

Develop, keep current and implement the Gadsden District Professional Orientation Plan (to include the state competencies) for beginning teachers.

Coordinate the National Board Certification (NBC) process and work closely with teachers who enter the rigorous process which includes extensive professional growth experiences for the applicants.

Maintain thorough and current knowledge and information files of state laws, regulations, proposed legislation, and labor relations case laws concerned with collective bargaining and employee relations.

Coordinate in-service training for management in contract administration and grievance procedures.

Assist in the implementation of the Gadsden County Human Resources Management Development System.

Promote and support professional development for self and others.

Attend meetings and conferences that promote professional growth and will benefit the District.

Develop a training budget for allocated funds based on the prioritized needs of the District.

Coordinate the revision of the personnel assessment forms, submit annual updates to the State Department of Education and provide appropriate training in the use of the instruments for applicable personnel.

Provide the necessary training to appropriate personnel to assist with proper implementation of the professional development system.

Receive, disseminate to directors, collect, sign, return to universities the appropriate forms and keep records of student teachers on file for future reference.

Plan celebrations for teachers who complete the NBC process and appropriate recognition for those who actually receive national board certification.

Coordinate the pre-service program in the District by working with District directors and colleges and universities personnel to provide field experiences for student teachers within the District.

Develop, keep updated and present annually to the School Board, the Gadsden District Master Plan for Staff Development.

Provide training on the annual update for the Master Plan to directors, principals, curriculum coordinators, school facilities and others as needed.

Conduct annual evaluations of the Master Plan for Staff Development as it relates, and revise as necessary to better meet the needs of the District.

Conduct annual evaluations of the HRMD program and revise process as necessary.

Conduct annual evaluations of the professional development plan process.

Assist the Superintendent in developing and implementing procedures to comply with regulations and policies adopted by the School Board, with particular attention to those related to collective bargaining.

Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.

Prepare or oversee the preparation of all required reports and maintain all required records.

Demonstrate support for the District's goals and priorities.

Keep the Deputy Superintendent and other appropriate personnel informed about potential problems, unusual events, or opportunities for improvement.

Perform other duties as assigned.

Assist the Superintendent in the formulation and implementation of strategic planning.

Serve on the Superintendent's Executive Leadership Team.

Model and maintain high standards of professional conduct.

Demonstrate initiative in recognizing needs or potential for improvement and take appropriate action.

Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.

Facilitate problem solving by groups or individuals.

Work with secretary for the department to develop and set guidelines for record

keeping procedures for training records of all personnel.

Establish goals and objectives for training programs and projects for District-wide initiatives.

Develop guidelines for the use of training funds and monitor the proper use of funding through the record keeping process.

Develop, keep current and monitor the appropriate use of the Gadsden District Professional Development System in connection with the use of training funds.

Set criteria for participation in the HRMD program, arrange for the screening activities, and select persons for the program based on criteria.

Provide opportunity for qualifying persons to document competencies necessary for principal certification under the supervision of trained, competent principals.

Taylor, Sherrie, taylor@gcpsmail.com**Title** Administrator**Phone** 850-627-9651 x 1295**Supervisor's Name** Rosalyn W. Smith**Supervisor's Title** Administrator**Role and Responsibilities**

To facilitate the goals and objectives of the Communities in Schools project and Parent Resource Center.

Select and train all management team staff

Establish and maintain appropriate linkages with school district and social service agency personnel

Serve as liaison for parents between the schools, community, District, and the Florida Department of Education.

Submit reports to appropriate state office

Present and carry out operational and strategic plans

Establish and maintain clear documentation of all program correspondence and reports

Oversee coordination of all student and family services from re-positioned staff

Establish and maintain productive working relationship with members of the board of directors

Serve as community contact for interpreting FSA and other test results to parents.

Assist schools in communicating with parents through home visits.

Provide assistance in channeling information throughout the District as it pertains to parents and the community.

Assist school principals in developing, improving and implementing parent services.

Maintain contact and a working relationship with outside agencies.

Develop partnerships with local business and service groups to advance student learning by involving community members in school volunteer programs.

Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education (literacy).

Attend conferences to keep abreast of changes.

Keep well informed of current trends in curriculum areas.

Provide in-service training opportunities for school personnel to increase school/parent communication and involvement.

Set high standards for self and others.

Work with Board of Directors to develop and implement a multi-year resource development plan focusing on diversified resources

Establish and maintain appropriate linkages with media representatives

Present the Communities in Schools mission, vision, and initiatives within the community

Set up awards programs for district and state assessments, etc.

Provide schools with written communication for parents (Spanish and English versions)

Assist the Board with development and implementation of a public relations plan

Hold group meetings with parents to help them deal with problems and individual needs of their children.

Prepare or oversee the preparation of all required reports and maintain appropriate records.

Perform other duties as assigned.
Provide workshops/training for school advisory councils.
Prepare proposals and applications to potential funding sources
Form a District parent advisory council to include parent representation from each school/community and/or special program.
Conduct periodic assessment of school and community needs
Promote District goals and priorities.

Gay, Gerald, gayg@gcpsmail.com

Title	Director
Phone	850-627-6858
Supervisor's Name	Rosalyn W. Smith
Supervisor's Title	Assistant Superintendent

Role and Responsibilities

To enable each student, through safe and efficient transportation, to take full advantage of the complete range of curricular and extracurricular activities offered by the District.

Provide support to schools for pupil transportation services.

Assist department staff in keeping up-to-date and well-informed about issues and changes in assigned areas of responsibility.

Oversee and provide budgetary control for the area of responsibility

Oversee the District's pupil transportation system and develop plans for improvement of services.

Prepare all required reports and maintain all appropriate records.

Assist in the preparation of the budget for the department.

Purchase, maintain and repair all school buses and other vehicles owned by the District.

Consider and recommend special services, bus routes and route extensions.

Investigate requests and complaints relating to transportation and respond or make recommendations as appropriate.

Respond appropriately to all emergency situations.

Communicate, through proper channels, to keep the Deputy Superintendent informed of impending problems or events of unusual nature.

Maintain contact with other school districts, governmental agencies and other appropriate organizations related to assigned areas.

Collaborate with other departments and divisions.

Use effective communication strategies to interact with a variety of audiences.

Set high standards and expectations for self and others.

Participate in District management meetings and other activities to enhance professional growth.

Manage and administer personnel development through training, in-service and other developmental activities.

Promote and support professional development for self and others.

Select, preview, evaluate and disseminate recent and relevant professional materials.

Keep abreast of legal requirements and proposed changes in areas of responsibility and provide advice to the Deputy Superintendent as to their impact on the District.

Exhibit support for the District's vision, mission, goals and priorities.

Make and share decisions in a timely manner.

Address personnel problems promptly and directly.

Respond quickly to emergency situations.

Supervise assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.

Prepare all required reports and maintain all appropriate records.

Perform other duties as assigned.

Assist in the development of short- and long-range District plans.

Use appropriate interpersonal styles and methods to guide individuals and groups to

task accomplishment.

Anticipate potential problems and design processes and procedures to address them.

Facilitate problem-solving by individuals and groups.

Perform such duties and responsibilities associated with the American Disabilities Act and OSHA as they relate to assigned areas.

McKinnon, Caroline, palmerc@gcpsmail.com

Title	Administrator
Phone	850-627-9651 x 1225
Supervisor's Name	Rosalyn W. Smith
Supervisor's Title	Assistant Superintendent

Role and Responsibilities

To coordinate, implement and evaluate assessment programs and services designed to accomplish the goals and mission of the District.

Assist in the monitoring of the budget for all assigned areas.

Monitor and maintain accurate and required financial and informational reports and records to ensure compliance provisions of program / project and grants.

Coordinate the assessment, and delivery of ongoing services (training, school-based, programmatic) of school and District personnel.

Coordinate and facilitate, when appropriate, responses to fact-finding inquiries, mediation or complaints.

Coordinate the planning, implementation, articulation and evaluation of assigned areas of responsibility.

Plan, implement and evaluate services and activities unique to the assigned area.

Coordinate program planning to involve staff, District and school personnel, community representatives and students when appropriate.

Maintain a close working relationship with District-based and school personnel to ensure information exchange, coordination of efforts and general support for the decision-making process.

Serve as a resource person to interpret services offered to school personnel and the community.

Represent the District in various community committees and activities.

Coordinate interaction with other departments and schools on issues relevant to program / project.

Assist in the development, implementation and evaluation of assessment staff development activities.

Coordinate and conduct in-service.

Set high standards and expectations for self and others.

Keep well informed about laws, rules and policies related to areas of responsibility.

Maintain a network of peer contacts through professional organizations.

Promote and support the professional growth of self and others.

Evaluate data and assist in developing short- and long-range plans.

Provide input to appropriate district personnel regarding upcoming plans, program coordination and assessment developments.

Prepare all required assessment reports and maintain all appropriate records.

Perform other duties as assigned.

Comply with all local, state and federal policies, laws, rules and regulations related to the assigned area.

Assist in the development of assessment activities designed to achieve priority goals identified through the District's planning process.

Provide coordination of initiatives which support the vision and mission of the District

and the enhancement of student learning.
Demonstrate initiative in the performance of assigned responsibilities.
Use appropriate styles and methods to motivate, gain commitment, and encourage task accomplishment.

Mathews-Nelloms, Dionne, mathews-nellomsd@gcpsmail.com**Title** Administrator**Phone****Supervisor's Name** Rosalyn Smith**Supervisor's Title** Assistant Superintendent**Role and Responsibilities**

To coordinate, implement and evaluate assessment programs and services designed to accomplish the goals and mission of the District.

Assist in the monitoring of the budget for all assigned areas.

Monitor and maintain accurate and required financial and informational reports and records to ensure compliance provisions of program / project and grants.

Coordinate the assessment, and delivery of ongoing services (training, school-based, programmatic) of school and District personnel.

Coordinate and facilitate, when appropriate, responses to fact-finding inquiries, mediation or complaints.

Coordinate the planning, implementation, articulation and evaluation of assigned areas of responsibility.

Plan, implement and evaluate services and activities unique to the assigned area.

Coordinate program planning to involve staff, District and school personnel, community representatives and students when appropriate.

Maintain a close working relationship with District-based and school personnel to ensure information exchange, coordination of efforts and general support for the decision-making process.

Serve as a resource person to interpret services offered to school personnel and the community.

Represent the District in various community committees and activities.

Coordinate interaction with other departments and schools on issues relevant to program / project.

Assist in the development, implementation and evaluation of assessment staff development activities.

Coordinate and conduct in-service.

Set high standards and expectations for self and others.

Keep well informed about laws, rules and policies related to areas of responsibility.

Maintain a network of peer contacts through professional organizations.

Promote and support the professional growth of self and others.

Evaluate data and assist in developing short- and long-range plans.

Provide input to appropriate district personnel regarding upcoming plans, program coordination and assessment developments.

Prepare all required assessment reports and maintain all appropriate records.

Perform other duties as assigned.

Comply with all local, state and federal policies, laws, rules and regulations related to the assigned area.

Assist in the development of assessment activities designed to achieve priority goals identified through the District's planning process.

Provide coordination of initiatives which support the vision and mission of the District

and the enhancement of student learning.
 Demonstrate initiative in the performance of assigned responsibilities.
 Use appropriate styles and methods to motivate, gain commitment, and encourage task accomplishment.

Educator Quality

Describe the process and criteria by which the district determines and ensures each Focus and Priority school has a school leadership team of high quality, including a principal and assistant principal with a record of increasing student achievement in a setting with similar challenges. Include how the district determines whether to retain or replace members of the leadership team

Gadsden County's turnaround department understands that true educational transformation ensues when a strong instructional leader dedicated to progressive change assumes headship of the organization and/or school. Consequently, a meticulous process is implemented staff our most fragile learning communities with highly qualified administrator. The district's leadership team, in consultation with the Florida Department of Education (FDOE) Differential Accountability (DA) office, reviews the school improvement status, student achievement, and record of success of school leaders selected for appointment to focus and priority schools. Specific factors include considered, but are not limited to:

The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years - strong consideration should be given to appointing a new leader and/or members of the leadership team.

The school grade declines under the same leadership for 1 year and the overall achievement gap performance indicators - Leadership will be reviewed and data will be analyzed to determine the most likely causes of the decline. If the decline can be directly linked to school leaders, they will be considered for replacement.

The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase - school leaders will be left in place and provided further opportunities to raise school grade and student achievement.

The school grade declines under the same leadership for 1 year and the overall achievement gap performance indicators increases - school leaders will be left in place and provided further opportunities to raise school grade and student achievement.

The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics declines - consideration will be given to replacing school leader(s).

In the event, that qualified personnel who have proven records of success in improving schools in need of improvement are not found within the established district staff to transfer to focus or priority schools, a search will begin for recruitment of school leadership with a prior success record of turning around low performing schools. The search will begin on a regional basis and then expand to inter-district and/or inter-state. Recruitment fairs will be held encouraging applications from proven school leaders. The district will improve opportunities for career and professional growth of school leaders.

Describe the process by which the district determines whether to retain or replace members of the teaching staff in Focus and Priority schools whose data shows they have not contributed to improved student outcomes

Gadsden County's ETO team works closely with the site-based leadership teams, Human Resources to ensure high quality teachers are recruited for vacancies at Priority and Focus schools. The leadership teams utilize multiple data points when assessing teacher effectiveness. The following are the major factors considered when determining appointments:

- Instructor and instructional specialists performance are reviewed by content area including the

percentage of students making learning gains in reading and/or mathematics averaged over the three most recent years and the number of years the teacher has been teaching at the current school;

- Percentage of instructors that have been or will need to be replaced at a school to impact school reform;

- Percentage of instructional paraprofessionals that have been or will need to be replaced at a school to impact school reform;

- Percentage of administrative staff that have been or will need to be replaced, including:

Assistant principals

Instructional specialists

Guidance Counselors

Recruitment: The district's policies regarding recruitment of new teachers and coaches are flexible enough to meet bargaining unit requirements and the needs of the focus and priority schools.

Retention: Reading and mathematics teachers and instructional specialists will not be retained at the focus and priority schools unless they are highly qualified and highly effective, defined as 65% of their students achieving learning gains on average over a three year period. For special situations where teachers and coaches have demonstrated significant student achievement increases in the most recent school year, the individual will be considered for reassignment at the school through the demonstration of data. For teachers and instructional specialists within their first or second year of teaching, learning gains will be calculated according to the number of years taught. For teachers other than those of reading and mathematics, retention will be based on increased student achievement.

Teacher and coach evaluations to determine placement and/or retention at focus and priority schools will include analysis of school, subject, and classroom data from district assessments and state assessments. The district will work with the bargaining unit to implement recruitment and retention processes and ensure equitable placement of high quality teachers and staff at focus and priority schools. Criteria for teachers and instructional specialists to be retained will be that at least 65% of their students have achieved learning gains on average over a three-year period. Criteria for new teachers and instructional specialists' learning gains will be calculated according to the number of years they have taught reading and/or math based on increased student achievement. Teacher and principal evaluations have been developed and approved by FDOE and the bargaining unit.

School leaders who fail to improve student achievement or school level achievement will be replaced (teachers will be given ample opportunities to improve professional practices before replacement – the LEA - will follow requirements of Senate Bill 736- and principals will be given a 2-year period to raise school achievement). After evaluations, teachers that have raised student achievement and learning gains of their students at least 65% will be given incentive pay as a reward for performance.

Public and Collaborative Teaching

Describe how the district ensures appropriate resources are allocated to ensure the master schedule at Focus and Priority schools allows for common planning time, as defined in Rule 6A-1.099811(2)(e), F.A.C

6A-1.099811(2)(e) FAC: "Common planning time" means the time provided to grade-level teachers at the elementary level and subject-area teachers at the secondary level to meet together, within and across grades and subjects, for data-based decision making, problem-solving, lesson study, and professional development on Florida's standards.

Focus and Priority schools have been prioritized and provided with district level ETO technical assistance and progress monitoring. Content area specialists are assigned to each focus and priority school and provide ongoing daily, weekly, and monthly technical assistance. They provide facilitated common planning time as defined by FAC 6A-1.099811(2)(e). Grade level and subject-area teachers are provided release time during the day to meet with ETO specialists and facilitate common planning that is driven by data and the Florida Standards. The district facilitates the payment of substitutes and/or plans for other educational activities for the teachers' classes during this time. This planning time is in addition

to their individual bargained planning time. Above and beyond that, there are weekly faculty meetings (at some focus schools these meetings are held twice a week) to discuss strategies across grade levels and subject areas based on data, intervention implementation, and summary reports from ETO specialists.

Describe how the district provides Focus and Priority schools with a reading coach, mathematics coach and science coach to model effective lessons, lead lesson study, analyze data and provide professional development on Florida's standards. Include how the district monitors the daily activities of the coaches and their impact on instruction

Since school reform is an ongoing priority in Gadsden County. The focus and priority schools will be provided with technical assistance, either through the district Education Transformation Operations (ETO) office and/or through site-based specialists/coaches to provide mentoring and peer level assistance to strengthen opportunities for school leaders to better implement school reform strategies. Monthly meetings with school leaders/specialists/coaches will provide assistance with data analysis and its use in driving instruction and intervention. Focus and priority schools will participate in common planning activities, facilitate Professional Learning Communities (PLCs) with the development and implementation of lesson study; teach teachers how to unravel the new Florida standards and infuse the standards into instruction. School leaders will be expected to model how to scaffold instruction; work with teachers to analyze and use data to determine the need for differentiated instruction; and recommend individualized strategies to improve student achievement and teacher effectiveness based on data. Common planning time will allow teachers to learn engage in knowledge sharing and grow as a collegial network of professionals. In addition, a district level reading specialist and the ETO specialists in reading, science, and math will provide direction and modeling at the school for the school leaders and instructional specialists/coaches, emphasizing data analysis, early learning and incorporation of the new standards into instruction based on data decision-making.

The process of strategic planning is critical to successful school reform. The district lead for the new Florida standards strategic planning is the Deputy Superintendent. She coordinates all planning with the Human Resource/Staff Development Director who facilitates both hiring of highly qualified school leaders and the actual professional development details. The ETO has taken a strong lead on offering professional development for school leaders and their staff. They have invested heavily in materials, research-based strategies, specialist training, curriculum pacing guides, and other vehicles necessary to bring a quality professional development training on the new standards to all leaders this summer. The Deputy has incorporated Florida standards plans into all district strategic planning and all funding decisions necessary to support the new standards. The Deputy has utilized a team of leaders from all the different areas of education, including ESE, ESOL, CTE, and the ETO specialists in the developing training materials and the specific strategies that are non-negotiables for the school leaders and their staff. Plans were presented to the Commissioner of Education through statewide Superintendent meetings, to leadership groups at the district, and were shared with principals at monthly meetings. Federal programs funding has been heavily prioritized to support professional development and professional development materials for leaders from ASCD to assist in the roll out of the district school reform plan and assist on-site content specialists. The majority of the training will be done by district content specialists but site appointed specialists/coaches will work in collaboration with the district ETO team specialists. The district is past the awareness stage and will be providing roll outs of strategies for school leaders about what the new standards look like when they are implemented, how to unravel the standards, and how to blend the standards into grade levels and coursework that is scheduled for later infusion of the new standards. The ETO team has taken the lead and provided training to instructional specialists at the secondary level for End of course exams (EOCs) at the secondary level. The district has invited many FDOE experts to the training sessions to share strategies about the new standards. School and district leaders attended summer FDOE standards training and Differentiated Accountability training. In addition, the district reading specialist and ETO reading specialists have been part of training all non-content area teachers in NGCAR-PD that has been aligned to the new standards. The district is on schedule with FDOE timelines to implement the new standards and prepare all grades for the

changes in rigor and structure. Text complexity, close reading, and vocabulary are stressed for all education in the district.

Ambitious Instruction and Learning

Instructional Programs

Reading

Verify that the district has an approved K-12 Comprehensive Research-based Reading Plan

Yes

Writing

List and describe the core, supplemental and intensive intervention programs for writing the district currently uses at the elementary, middle and high school levels:

Florida Journeys (Houghton Mifflin Harcourt)

Program Type

Core

School Type

Elementary School

Description

Due to the inherent relationship between reading and writing, the district has elected to integrate writing with reading. Therefore, there is no stand alone prescribed program for writing. Literacy is a holistic collection of reading, writing, speaking, and listening. It is essential that our students master and employ these aptitudes cohesively, as that is the mark of a 21st century college and career ready individual.

Florida Collections (Houghton Mifflin Harcourt)

Program Type

Core

School Type

Middle School, High School

Description

Due to the inherent relationship between reading and writing, the district has elected to integrate writing with reading. Therefore, there is no stand alone prescribed program for writing. Literacy is a holistic collection of reading, writing, speaking, and listening. It is essential that our students master and employ these aptitudes cohesively, as that is the mark of a 21st century college and career ready individual.

Mathematics

List and describe the core, supplemental and intensive intervention programs for mathematics the district currently uses at the elementary, middle and high school levels:

Go Math Florida! (Houghton Mifflin Harcourt)**Program Type** Core**School Type** Elementary School, Middle School**Description** Go Math Florida is a research-based instructional text that builds conceptualization, problem-solving, and integration of literacy skills. This program offers a gamut of resources for instruction, differentiation and assessment through its digital components, manipulatives, interventions, embedded formative assessment, and small group activities.**I-Ready****Program Type** Supplemental**School Type** Elementary School, Middle School**Description** I-Ready is a standards-based, adaptive computer program that diagnoses students' unique needs and creates an individualized pathways towards success for each child.**McGraw-Hill****Program Type** Core**School Type** Middle School, High School**Description** Texts published by McGraw-Hill are utilized for Algebra I, Algebra II, and Geometry at the secondary level. These books are aligned to the Common Core/Florida Standard and reflect the rigor and complexity mastery of the standards require.**Prentice Hall****Program Type** Core**School Type** Middle School, High School**Description** Texts published by Prentice Hall are utilized for Pre-Calculus/Calculus courses as well as the following honors classes: Algebra I, Algebra II, Geometry at the secondary level. These books are aligned to the Common Core/Florida Standard and reflect the rigor and complexity mastery of the standards require.

Edgenuity-My Path

Program Type Intensive Intervention

School Type High School

Description My Path is a standards-based, adaptive computer program that diagnoses students' unique needs and creates an individualized pathways towards success. The program is designed to solidify foundational gaps so that students may approach advanced level mathematics courses with confidence.

Acaletics

Program Type Supplemental

School Type Elementary School, Middle School, High School

Description Acaletics is a fun, quick supplemental mathematics program that promotes computational fluency by providing daily practice through use of a high volume of stimuli--all varying in terms of format and complexity levels.

Science

List and describe the core, supplemental and intensive intervention programs for science the district currently uses at the elementary, middle and high school levels:

Florida Interactive Science (Pearson)

Program Type Core

School Type Elementary School

Description Florida Interactive Science serves as the district's core program for grades K-5. This resource integrates technology, unique paper-based write-in student texts, and hands-on lab kits to foster student engagement and ignite inquiry.

Pearson

Program Type Core

School Type Middle School, High School

Description A variety of texts published by Pearson and/or Pearson/Prentice Hall are utilized in the secondary sector. Likened to the materials utilized in the elementary schools, a careful melding of technology, paper-based materials, and lab experiences provides the perfect platform for collaborative learning.

Instructional Alignment and Pacing

Describe the process through which the district monitors whether core instructional and intervention programs are implemented as intended, how alignment with Florida's standards is maintained and whether they are effective. Include the data used to determine fidelity and effectiveness. Provide exemplars of how the district has responded to evidence of poor implementation and evidence that a given strategy is failing to reduce barriers to goals

The district monitors the implementation of the core and supplemental/intervention programs through use of a four prong cyclic process:

- The common pacing plans have been developed through a collaborative effort that included both district and site-based content area specialists. Every member within the Gadsden County School district has on-going access to these guides through an instructional portal. In addition to having access, key stakeholders have been well trained on the purpose and effective implementation of the learning plans.
- Representatives from the district office conduct daily site visits to ensure the plans are being used effectively and students are responding favorably to the instruction. (If students are not responding to the instruction and/or intervention, a data chat--comprised of the site leaders and district representative--will be conducted to determine next instructional steps.
- Interim assessments have been developed to evaluate the effectiveness of the plans/programs and make adjustments as warranted. All invested parties will participate in data dialogues following the administration of common interim assessments. This includes dialogue between: district-to-administrator(s), administrator(s)-to-teachers, teacher(s)-to-student(s), and student(s)-to-families. Such session will consist of a analysis of current status and goal setting.
- The district instructional leaders will constantly review, reflect upon, and revise the instructional plans based on data and pragmatism.

Describe the structures the district has in place to support students in Focus and Priority schools as they transition from one school to another

Will the district use its Student Progression Plan to satisfy this question?

No

Provide the hyperlink to the plan

Provide the page numbers of the plan that addresses this question

The district will implement several structures to support students as they transition from school to school whether due to attrition or natural maturation. As aforementioned, the district provides a centralized curriculum. This unified plan for each content area forces consistency and commonality among the schools. In addition, the district has offers four professional growth days during which teachers from across the district assembles and engages in scholarly discourse about the craft. Topics for discussion during these Professional Learning Communities (PLCs) are: curriculum and instructional, sharing best practices, and vertical articulation.

Verify that the district's instructional pacing guides are aligned to Florida's standards for reading, writing, mathematics and science

Yes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolios are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

Data uploads are not required by the Florida Department of Education, but are offered as a tool for needs assessment.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the points of strength and areas of need that have been identified in the data.

n/a

Problem Analysis Summary

This section is not required by the Florida Department of Education, but is provided as an opportunity for the district to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

n/a

District Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Provide all student subgroups with resources and support to receive appropriate and equitable educational services.
- G2.** Improve parent opportunities to be more involved with their children's education
- G3.** Improve access to digital technology to support classroom activities, individualized instruction, and small group learning.
- G4.** Provide early learning opportunities for preschool children to improve readiness for transition into public education.
- G5.** Raise performance of priority and focus schools (school improvement)
- G6.** Improve Teacher Quality
- G7.** Improve academic proficiency through a standards-based instructional program with appropriate, aligned interventions and supports targeted to meet identified student needs and readiness for college and careers.
- G8.** Use data to make all instructional decisions about personnel, programs, interventions, and student/teacher progress toward meeting school level goals to increase student achievement and success

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Provide all student subgroups with resources and support to receive appropriate and equitable educational services. 1a

G059836

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Students exhibiting two or more EWS indicators (Total)		25.0

Resources Available to Support the Goal 2

- Collaboration with migrant and ESOL programs; homeless specialists for outreach and assistance with parent services; meaningful consultation with private school leaders

Targeted Barriers to Achieving the Goal 3

- Language challenges, homelessness, lack of equitable services, and being migrant are all barriers to student's educational success and completion.

Plan to Monitor Progress Toward G1. 8

ESOL, Migrant, and homeless students' academic proficiency and attendance/behavior incidents will be evaluated quarterly to determine progress toward goals.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

district and state assessment results, SISR reports, Skyward student records

Plan to Monitor Progress Toward G1. 8

The services being provided to private schools will be evaluated quarterly with monthly reviews of employees provided, parent involvement, and professional development services requested/attended after agreement through meaningful consultation.

Person Responsible

Joanette Thomas

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

service delivery plans; expenditure budgets; purchase orders

G2. Improve parent opportunities to be more involved with their children's education 1a

G059835

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Students exhibiting two or more EWS indicators (Total)		25.0

Resources Available to Support the Goal 2

- Parent Resource Center; parent liaisons; school staff

Targeted Barriers to Achieving the Goal 3

- Many parents/guardians of children are limited on time, resources, and educational ability to assist children at home with school work.

Plan to Monitor Progress Toward G2. 8

Parent surveys and requests will be reviewed to determine services necessary to help parents better meet their children's educational needs.

Person Responsible

Sherrie Taylor

Schedule

Semiannually, from 7/1/2015 to 7/1/2015

Evidence of Completion

Parent survey results; documented parent requests

G3. Improve access to digital technology to support classroom activities, individualized instruction, and small group learning. 1a

G059834

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	FCAT 2.0 Science Proficiency		40.0
District-Wide	AMO Math - All Students		
District-Wide	FAA Writing Proficiency		50.0
District-Wide	AMO Reading - All Students		

Resources Available to Support the Goal 2

- Various digital technology, including but not limited to computers, tablets, interactive boards, projectors, and other digital devices.

Targeted Barriers to Achieving the Goal 3

- Limited individual access to digital devices for instruction in every class.

Plan to Monitor Progress Toward G3. 8

Improved student achievement and progress on academic interventions and assessments

Person Responsible

Dionne Mathews-Nelloms

Schedule

On 6/3/2016

Evidence of Completion

Academic outcomes on interventions and assessments

G4. Provide early learning opportunities for preschool children to improve readiness for transition into public education. 1a

G059833

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Students in kindergarten exhibiting two or more EWS indicators		25.0

Resources Available to Support the Goal 2

- Federal funding for preK teachers and paraprofessionals to add full day education to VPK/Head Start programs.

Targeted Barriers to Achieving the Goal 3

- High numbers of low income minority children who do not have the resources available to learn the skills necessary for transition into public school.

Plan to Monitor Progress Toward G4. 8

Skill attainment will be regularly measured and evaluated by preK teachers so that students obtain the skills necessary for transition into Kindergarten.

Person Responsible

Carolyn Harden

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Cognitive, motor, and social skills will be evaluated to through use of a Kindergarten readiness assessment.

G5. Raise performance of priority and focus schools (school improvement) 1a

G059832

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Attendance Below 90%		95.0
District-Wide	GPA below 2.0 - H.S.		25.0
District-Wide	Truancy rate		10.0
District-Wide	4-Year Grad Rate (Standard Diploma)		70.0

Resources Available to Support the Goal 2

- Edgenuity content licensing; Edgenuity MyPath; Edgenuity Grad Track; iReady Reading and Math; secondary instructional coaches and graduation specialists

Targeted Barriers to Achieving the Goal 3

- Limited number of highly effective, high quality staff, resources, and supports to provide close and ongoing identification of student needs and the respective interventions that will positively impact learning and timely transitions toward graduation and career readiness.

Plan to Monitor Progress Toward G5. 8

Assessment data; attendance data; behavior data; graduation data

Person Responsible

Rosalyn Smith

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

progress toward proficiency; on-time transition of students into appropriate grade levels; on-time readiness for graduation with cohort college ready

G6. Improve Teacher Quality 1a

G059831

Targets Supported 1b

Focus	Indicator	Year	Target
District-Wide	Highly Qualified Teachers		98.0
District-Wide	ESOL Endorsed		30.0
District-Wide	Teacher attendance rate		95.0
District-Wide	Reading Endorsed		50.0
District-Wide	Effective+ Teachers (Performance Rating)		90.0

Resources Available to Support the Goal 2

- Research-based professional development (Edivate); Performance Matters for data analysis; on-going progress monitoring and modeling

Targeted Barriers to Achieving the Goal 3

- The exponentially changing world of education and work is requiring continual adjustments to instruction and skills for teachers and students to be effective, proficient, and globally competitive.

Plan to Monitor Progress Toward G6. 8

Performance Matters data and personnel records will be reviewed regularly.

Person Responsible

Jasmine Sailor

Schedule

Quarterly, from 6/30/2016 to 6/30/2016

Evidence of Completion

Improvement on teacher evaluations; addition of more credentials; improved teacher effectiveness; improved student proficiency.

G7. Improve academic proficiency through a standards-based instructional program with appropriate, aligned interventions and supports targeted to meet identified student needs and readiness for college and careers. **1a**

 G059830

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	AMO Math - All Students		50.0
District-Wide	AMO Reading - All Students		60.0
District-Wide	FCAT 2.0 Science Proficiency		40.0
District-Wide	FAA Writing Proficiency		50.0
District-Wide	Civics EOC Pass		25.0
District-Wide	U.S. History EOC Pass		25.0

Resources Available to Support the Goal **2**

- ETO; iReady Reading and Math; Edgenuity MyPath; Edgenuity content licensing; Edgenuity Grad Track

Targeted Barriers to Achieving the Goal **3**

- Rigor demanded of new standards and an ever-changing work/world environment demanding more and different approaches to teaching and learning.

Plan to Monitor Progress Toward G7. **8**

Student and teacher academic data will be collected in Performance Matters and reviewed regularly for evidence of progression toward goals and the need to make adjustments. Intervention progress reports will be reviewed and analyzed quarterly.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Performance Matters; iReady and Edgenuity reports

G8. Use data to make all instructional decisions about personnel, programs, interventions, and student/teacher progress toward meeting school level goals to increase student achievement and success **1a**

 G034855

Targets Supported **1b**

Focus	Indicator	Year	Target
District-Wide	FSA - English Language Arts - Achievement	2015-16	50.0
District-Wide	FSA - Mathematics - Achievement	2015-16	50.0
District-Wide	Science Achievement - Satisfactory or Above	2015-16	40.0
All High Schools	U.S. History EOC Pass	2015-16	50.0
All Middle Schools	Civics EOC Pass	2015-16	50.0
District-Wide	FAA Mathematics Achievement	2015-16	50.0
District-Wide	FAA Reading Proficiency	2015-16	50.0
All High Schools	4-Year Grad Rate (Standard Diploma)	2015-16	75.0
All High Schools	Postsecondary Enrollments	2015-16	60.0
District-Wide	CELLA Listening/Speaking Proficiency	2015-16	70.0
District-Wide	CELLA Reading Proficiency	2015-16	50.0
District-Wide	CELLA Writing Proficiency	2015-16	50.0

Resources Available to Support the Goal **2**

- A strong collaborative effort has been forged between the district turnaround office (Education Transformation Office - ETO), district-level administrators, instructional coaches, and teams of site-based instructional specialists. These teams have participated in many data analysis professional development opportunities and are developing effective ways to use data to drive decision making and differentiate instruction based on student needs.
- Various student data warehouses are in place to collect, analyze, and use data to implement effective differentiated instructional strategies based on identified student needs.
- Performance Matters (a vendor driven data analysis database) is a student database that is populated from the district's student data warehouse information and provides teachers, school leaders, and district leaders the opportunity to compare all different assessment and progress instruments results for students. It can be queried in a number of ways to identify student and teacher strengths and weaknesses and link them to improvement strategies.
- The district turnaround office (Education Transformation Office - ETO) was developed to build district capacity to address the issues of student behavior, student attendance, student dropout rates, student readiness for college, and student on-time graduation rates in Tier I schools. In 2014-2015 school year it will enter into its third year of existence and has already developed a strong partnership with Florida Department of Education, whose School Improvement Specialists have imported best practices for data collection and analysis developed by ETO for Gadsden County and are using them for state-wide examples of best data use practices.

Targeted Barriers to Achieving the Goal **3**

- Other states and neighboring districts to Gadsden County have recruited many experienced teachers away from Gadsden with the promise of higher wages which has caused a lot of teacher mobility in and out of the County. There is also a lot of mobility of teaching staff between schools within the county. The district also has many new teachers in schools, including those new to the teaching profession and transitioning from first careers to teaching careers. Therefore, the need to provide teachers with data analysis training becomes a very big part of all professional development efforts each year in the district.

- The new national accountability requirements, the implementation of new Florida state standards, and the onset of the new state assessment have greatly increased the need for ongoing and deeper data analysis to differentiate instruction to meet the needs of individual students at the schools. This means that the district must continually create and provide more frequent and deeper data analysis professional development opportunities for all teachers.

Plan to Monitor Progress Toward G8. 8

The district's goal monitoring plan includes collecting and using data from the student and assessment databases/warehouses; data from state level reports; data from district level reports, assessments, mid-year reports, and observation data to determine if progress toward the goal is being made and is satisfactory. Reviews will include but not be limited to: classroom observations; school-level and teacher reports; early-warning indicators; mid-year progress reports; and other summative and formative assessment results.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Quarterly, from 8/17/2015 to 6/30/2016

Evidence of Completion

improved teacher effectiveness; improved student achievement; increases in on-time graduation

District Action Plan for Improvement

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Provide all student subgroups with resources and support to receive appropriate and equitable educational services. **1**

 G059836

G1.B1 Language challenges, homelessness, lack of equitable services, and being migrant are all barriers to student's educational success and completion. **2**

 B152637

G1.B1.S1 Provide all student subgroups with the equitable educational services and linkages to support services necessary to be successful in school. **4**

 S164420

Strategy Rationale

If a student cannot understand or speak the language, is migrant and transitions in and out of school during a year, and/or is homeless their physical and safety needs must be satisfied first before they can learn. Students who transition to private schools through parent choice still should be provided equitable services so they can receive the best level of education possible.

Action Step 1 **5**

Language accommodations and services will be provided to students and their parents upon request.

Person Responsible

Ana Garcia

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

Documented requests for service and services provided

Action Step 2 5

In collaboration with the regional Migrant Title I Part C program run by Panhandle Area Educational Consortium (PAEC), needs will be assessed and services provided for migrant students and their families

Person Responsible

Rose Raynak

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

PAEC records of migrant services provided; referrals to PAEC by district

Action Step 3 5

Homeless students and their families will be provided the linkages to support and resources necessary to receive a free and appropriate public education.

Person Responsible

Rose Raynak

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

Homeless logs of services requested and provided; linkages to community services and resources

Action Step 4 5

Private schools will be provided with equitable services after meaningful consultation for all eligible participating students.

Person Responsible

Joanette Thomas

Schedule

Weekly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Service Delivery Plans, Agendas, Requests for services, minutes of meetings and consultations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Program requests and logs of meetings, consultations, and services will be reviewed to ensure that all subgroups requesting assistance were provided required assistance, as practicable and within funding allocations.

Person Responsible

Rose Raynak

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Migrant referrals, ESOL referrals and requests, electronic and phone documentation, service delivery plans for private schools.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Parent and student subgroups will be surveyed to determine if they felt the level of services provided were effective; climate surveys will be reviewed to determine parent and student level of satisfaction with accommodations and educational services.

Person Responsible

Rosalyn Smith

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Climate surveys, parent surveys, and other documentation for requested subgroup services.

G2. Improve parent opportunities to be more involved with their children's education 1

G059835

G2.B1 Many parents/guardians of children are limited on time, resources, and educational ability to assist children at home with school work. 2

B152636

G2.B1.S1 Provide connections to support services, workshops/trainings, and access to educational resources so that parents are better equipped to assist children with school work. 4

S164419

Strategy Rationale

If a parent/guardian understands what is expected of a child, what the child needs to do to be successful, and the part they can play in helping their child, they can better assist the child in reaching that goal.

Action Step 1 5

Provide parents/guardians with connections to support services.

Person Responsible

Sherrie Taylor

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

Parent requests for services and logs of services provided

Action Step 2 5

Provide parents/guardians with workshops and training in academic standards, school requirements, and teacher expectations.

Person Responsible

Sherrie Taylor

Schedule

Every 2 Months, from 7/1/2015 to 6/30/2016

Evidence of Completion

Agendas, sign-in sheets, evaluations, surveys/input

Action Step 3 5

Provide parent liaison connections between schools and parents as funding permits with Vista volunteers.

Person Responsible

Rose Raynak

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Contracts with AmeriCorp Vista.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Increased parental participation in the education of their children.

Person Responsible

Sherrie Taylor

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Parent Surveys and recorded parent input; school leadership and teacher documentation of more involvement.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

District leadership will review compiled results from climate surveys and parent input to ensure parent services is providing the necessary linkages to help parents provide more assistance with their child's education.

Person Responsible

Rosalyn Smith

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Climate survey results; parent survey results; parent requests for assistance; student academic, discipline, and behavior reports.

G2.B1.S2 Develop a web-based parent portal to disseminate important information regarding the standards, assessments, and strategies to support student achievement. 4

 S192283

Strategy Rationale

Because lack of time often serves as a barrier to high parent involvement, making resources, tools, and even video recordings available via a parent portal will provide on-demand support for our families.

Action Step 1 5

Development of a web-based parent resource portal to disseminate critical information regarding the standards, assessments, methods for supporting student success, and even adult education topics.

Person Responsible

Sheantika Wiggins

Schedule

Quarterly, from 1/4/2016 to 6/30/2016

Evidence of Completion

The portal itself, along with feedback from users regarding the portal's effectiveness gathered through survey data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Update and monitor the maintenance of the parent portal to ensure timely information is being disseminated.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Biweekly, from 1/4/2016 to 6/30/2016

Evidence of Completion

Usage/update reports, survey data, etc.

G3. Improve access to digital technology to support classroom activities, individualized instruction, and small group learning. **1**

 G059834

G3.B1 Limited individual access to digital devices for instruction in every class. **2**

 B152635

G3.B1.S1 Collaborate with technology department to provide access to more digital technology as funding allows. **4**

 S164418

Strategy Rationale

Students should be exposed to the same technology expected to be used in the workforce if they are to be globally competitive.

Action Step 1 **5**

Determine resources necessary to individualize instruction with the use of digital technology.

Person Responsible

Sheantika Wiggins

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Implementation of Technology plan

Action Step 2 **5**

As funding allows, purchase digital devices and technical support to further implement digital technology initiative.

Person Responsible

Rose Raynak

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Budget expenditure reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Fidelity of Implementation will be monitored through the availability and effective use of digital devices in classroom activities.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Semiannually, from 8/17/2015 to 6/3/2016

Evidence of Completion

Usage reports from access to research-based interventions; classroom walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

MIS Director will monitor need through inventory and requests from school leadership for additional devices and technical support.

Person Responsible

Sheantika Wiggins

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Inventory logs; usage reports.

G3.B1.S2 Analyze the benefits and/or disadvantages of implementing a district policy that allows students to bring technological devices to be used in the classroom as part of their daily instruction. 4

 S192524

Strategy Rationale

Because we are compelled to ensure our students are 21st century and beyond ready, it is essential that the district search for novel, innovative methods to move towards a ratio of 1:1 as it relates to students and technology.

Action Step 1 5

Develop a committee that will research, analyze, and evaluate the pragmatism and feasibility of creating and implementing a "bring your own device" policy.

Person Responsible

Sheantika Wiggins

Schedule

Monthly, from 1/5/2016 to 6/30/2016

Evidence of Completion

Notes, reports, meeting memos

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Committee's analyses of various bring your own device models and the development of a draft framework for Gadsden County Schools.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Monthly, from 1/5/2016 to 6/30/2016

Evidence of Completion

Meeting agendas, committee rosters, minutes, reports, data analysis records, and draft framework for GCPS.

G4. Provide early learning opportunities for preschool children to improve readiness for transition into public education. **1**

 G059833

G4.B1 High numbers of low income minority children who do not have the resources available to learn the skills necessary for transition into public school. **2**

 B152634

G4.B1.S1 Use resources to increase instructional hours of preschool children to help them attain the skills necessary for transition into Kindergarten. **4**

 S164417

Strategy Rationale

More time focused on learning skills necessary for Kindergarten will reduce the need to remediate and enhance the opportunities for advancement in school.

Action Step 1 **5**

Collaborate with VPK/Head Start Coordinator to enhance the resources necessary to provide a full-day preK program to the extent possible with available funding.

Person Responsible

Carolyn Harden

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Number of blended preK programs

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Regular review and monitoring of student skill attainment will be done by preK teachers.

Person Responsible

Carolyn Harden

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Students will meet set progress goals for skill attainment

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

VPK Coordinator will regularly review reports and assessments of preK students for progress toward readiness for Kindergarten

Person Responsible

Carolyn Harden

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Motor and psychological skill attainment necessary for transition into Kindergarten

G5. Raise performance of priority and focus schools (school improvement) 1
 G059832

G5.B1 Limited number of highly effective, high quality staff, resources, and supports to provide close and ongoing identification of student needs and the respective interventions that will positively impact learning and timely transitions toward graduation and career readiness. 2

 B152633

G5.B1.S1 Better train leaders and teachers how to budget limited time to follow student progress and transition through each grade level so that early warning signals are identified; rigorous research-based interventions are provided; and students are progress monitored regularly. 4

 S164416
Strategy Rationale

Provide staff with training to inspect what they expect. Early warning signs need to be identified regularly to implement appropriate interventions

Action Step 1 5

School leadership teams will be trained to do preliminary reviews of each student for early warning signs and determine appropriate interventions to reduce risk.

Person Responsible

Pauline West

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Improved attendance; less retention; improved proficiency; improved graduation rates

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Regular review of implementation of research-based interventions for progress and predictors of success academically and behaviorally; review of graduation preparedness at regular intervals in cohort.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Performance Matters; SISR report; Skyward attendance reports

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

District level review of assessment and other student data reports to identify triage points and provide support and direction for correction of warning signals.

Person Responsible

Rosalyn Smith

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Performance Matters data analysis; student reports through Skyward

G6. Improve Teacher Quality 1

G059831

G6.B1 The exponentially changing world of education and work is requiring continual adjustments to instruction and skills for teachers and students to be effective, proficient, and globally competitive. 2

B152632

G6.B1.S1 The district will continue to provide ongoing professional development in various formats during the school year. ETO specialists will model strategies in classrooms and assist with progress monitoring along with school leadership. The district will provide teacher/leader mentoring and training including lesson study, common planning, data analysis, classroom management, technology infusion (flipped/facilitated classrooms), and differentiated instruction based on student needs. 4

S164415

Strategy Rationale

Ongoing PD and regular progress monitoring are essential to improvement of teacher quality; high-level PD and PD tools are essential to facilitate improving teacher quality.

Action Step 1 5

Provide high-quality professional development to teachers and leaders through various formats and medium

Person Responsible

Ms. Pauline West

Schedule

Monthly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Improved student proficiency; retention of HQ and highly effective teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

District and school leadership will do classroom walkthroughs, provide progress monitoring, and work with staff to identify and provide the professional development necessary to raise teacher quality and academic proficiency.

Person Responsible

Ms. Pauline West

Schedule

On 6/30/2016

Evidence of Completion

Improved proficiency in academics; increased levels of HQ status; increased retention of teachers/leaders

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

District leadership will work closely with school leadership to review teacher progress toward efficiency and student progress toward proficiency on a regular basis.

Person Responsible

Rosalyn Smith

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Completed PD; increased teacher quality; improved teacher evaluations

G7. Improve academic proficiency through a standards-based instructional program with appropriate, aligned interventions and supports targeted to meet identified student needs and readiness for college and careers. **1**

 G059830

G7.B1 Rigor demanded of new standards and an ever-changing work/world environment demanding more and different approaches to teaching and learning. **2**

 B152631

G7.B1.S1 Adopt only a limited number of research-based interventions (core plus one) that are aligned to basal instruments and the new standards and are directly related to student needs (identified by data) for college and career readiness. **4**

 S164414

Strategy Rationale

There is not enough time or resources to implement multiple interventions. Properly aligned interventions implemented with fidelity and targeted to student needs will better enable students to reach college and career readiness.

Action Step 1 **5**

Use data to make instructional decisions about resources necessary for identified student needs and changing work force requirements.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Daily, from 7/1/2015 to 6/30/2016

Evidence of Completion

Improved proficiency on district/state assessments; improved readiness for transition to each grade and college/careers.

Action Step 2 **5**

Align all interventions to new standards and basal instruments.

Person Responsible

Rosalyn Smith

Schedule

Annually, from 7/1/2015 to 6/30/2016

Evidence of Completion

Implementation of interventions positively impacts student performance on district and state assessments.

Action Step 3 5

Progress Monitor regularly.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Classroom walkthroughs; ETO site reports; faculty meeting minutes

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

School and district leadership will review student academic data regularly for progress toward goal.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Quarterly, from 7/1/2015 to 6/30/2016

Evidence of Completion

Improved academic proficiency; student progress/learning gains toward proficiency.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Monitor progress at least quarterly to determine alignment with standards, rigor necessary to meet goals, procession toward meeting goals, and need for any adjustments.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Performance Matters; state assessment data; district assessments

G8. Use data to make all instructional decisions about personnel, programs, interventions, and student/teacher progress toward meeting school level goals to increase student achievement and success **1**

 G034855

G8.B1 Other states and neighboring districts to Gadsden County have recruited many experienced teachers away from Gadsden with the promise of higher wages which has caused a lot of teacher mobility in and out of the County. There is also a lot of mobility of teaching staff between schools within the county. The district also has many new teachers in schools, including those new to the teaching profession and transitioning from first careers to teaching careers. Therefore, the need to provide teachers with data analysis training becomes a very big part of all professional development efforts each year in the district. **2**

 B082696

G8.B1.S1 The district will provide all new teachers with a thorough understanding of district and school-level data through in-depth new teacher orientations, introduce them to the content of the district student databases in Skyward, and provide them with a thorough overview of the district assessment data warehoused in Performance Matters (Professional Development opportunities with ongoing technical assistance annually). **4**

 S093879

Strategy Rationale

The more the teacher understands the school and district data, the more they can target their goals to effectively instruct their students and assist with meeting school and district goals. Fostering a district-wide culture that is data focused through used of on-going data chats, PLCs, and planning sessions that include modifying instructional steps and/or executing decisions that are based on data are pillars in any thriving learning community.

Action Step 1 **5**

The staff development and district leadership will review and revise, as necessary, new teacher orientation programs, returning teacher update programs, and promising school leader programs to ensure inclusion of the latest data analysis techniques in trainings so that new and returning teachers understand the significance and importance of using data to make instructional decisions and differentiate instruction based on student needs. All professional development programs will be paid at a rate of \$50 per 1/2 day (2-4 hours); \$100 per whole day (6-7 hours); and 1 hour trainings \$20 (not to exceed 1/2 day rate); if another agency compensates an employee for attendance at PD trainings - there will be no additional compensation by the district; if the district absorbs costs of registration, hotel, and travel for an employee to attend training out of town, there will be no additional hourly or daily compensation paid to the employee (PD opportunities)

Person Responsible

Pink Hightower

Schedule

Monthly, from 6/2/2014 to 6/30/2015

Evidence of Completion

More teacher satisfaction with their position at the school; improved teacher effectiveness; improved student achievement

Action Step 2 5

The district assessment coordinator and ETO will provide ongoing data review of school data at monthly leadership meetings, school-level faculty meetings; and for PLCs, department heads, content area specialists, and instructional coaches at the school (TA opportunity).

Person Responsible

Rosalyn Smith

Schedule

Biweekly, from 6/2/2014 to 6/30/2015

Evidence of Completion

improved teacher effectiveness, increased student achievement, reduced discipline events

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Fidelity of implementation is critical in that decisions about why a student did not respond to an intervention can only be useful if the intervention was implemented as often and as accurately as necessary. Data procedures will be reviewed to assess student progress and intervention integrity to see that implementation steps are integrated into regular routines based on student-specific data to support an efficient instructional decision-making process. School leadership will do weekly classroom walkthroughs to ensure individual teacher fidelity of implementation of data analysis and use and to see that differentiated strategies are infused into teaching.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

improved student achievement; improved teacher effectiveness; differentiated instructional strategies used based on data

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

School-based problem-solving teams will regularly review school-wide data to determine necessary modifications and subsequent revision of action plans. Results are shared with faculty and other stakeholders on a consistent basis and input is sought to address adaptations and adoption of potential interventions and practices. Reviews will include but not be limited to: school discipline reports; student proficiency data on assessments and in the data warehouse; and teacher effectiveness data from student achievement of individual benchmarks in Performance Matters database.

Person Responsible

Rosalyn Smith

Schedule

Biweekly, from 7/1/2014 to 6/30/2015

Evidence of Completion

improved use of differentiated strategies in instruction; improved teacher effectiveness; improved student achievement

G8.B2 The new national accountability requirements, the implementation of new Florida state standards, and the onset of the new state assessment have greatly increased the need for ongoing and deeper data analysis to differentiate instruction to meet the needs of individual students at the schools. This means that the district must continually create and provide more frequent and deeper data analysis professional development opportunities for all teachers. 2

 B083156

G8.B2.S1 Provide all teachers at the school with initial training and then develop ongoing workshops to delve deeper into data and learn how to use data to drive decision making for instructional strategies and to differentiate instruction (PD opportunities). 4

 S093881

Strategy Rationale

Deep data analysis skills allow a teacher to not only drill down to individual student data but understand the interconnectedness of data and differentiated instructional strategies to improve student achievement.

Action Step 1 5

The district will provide school leaders with the information necessary to identify student and teacher weaknesses through data so that data can drive instructional decision-making (TA opportunity).

Person Responsible

Caroline McKinnon

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

improved teacher effectiveness, improved student achievement

Action Step 2 5

Once school leaders understand the initial Performance Matters program, then the district will expose them to a deeper understanding of how they can use the data and link it to differentiated instructional strategies for their teachers to use based on specific student weaknesses/needs (PD opportunity).

Person Responsible

Rosalyn Smith

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

improved implementation of differentiated instruction based on student needs; improved fidelity of intervention implementation; improved student achievement on summative and formative assessments

Action Step 3 5

Once leaders are thoroughly trained, then ongoing staff development in deep data analysis will be planned and implemented by the Staff Development Director and ETO office (TA opportunity).

Person Responsible

Pink Hightower

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

improved understanding and use of district database; evidence that instruction is implemented that is differentiated based on student needs

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Fidelity of implementation is critical in that decisions about why a student did not respond to an intervention can only be useful if the intervention was implemented as often and as accurately as necessary. Data procedures will be reviewed to assess student progress and intervention integrity to see that implementation steps are integrated into regular routines to support an efficient decision-making process based on data. School leadership will do weekly classroom walkthroughs to ensure individual teacher fidelity of implementation of differentiated instructional strategies based on data and student needs are being infused into teaching.

Person Responsible

Dionne Mathews-Nelloms

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Evidence of Completion

improved student achievement; improved student supports based on data identified needs; improved teacher effectiveness

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

School-based problem-solving teams will regularly review school-wide data to determine necessary modifications and subsequent revision of action plans. Results will be shared with faculty and other stakeholders on a consistent basis and input will be sought to address adaptations and adoption of potential interventions and practices. Reviews will include but not be limited to: school discipline reports; student proficiency data; graduation data There will be regular review of student proficiency data; student achievement; and use of research-based differentiated instruction driven by student specific data.

Person Responsible

Rosalyn Smith

Schedule

Biweekly, from 7/1/2014 to 6/30/2015

Evidence of Completion

increased student achievement; improved on-time graduation

Professional Development Opportunities

Professional development opportunities identified in the DIAP as action steps to achieve the district's goals.

G6. Improve Teacher Quality

G6.B1 The exponentially changing world of education and work is requiring continual adjustments to instruction and skills for teachers and students to be effective, proficient, and globally competitive.

G6.B1.S1 The district will continue to provide ongoing professional development in various formats during the school year. ETO specialists will model strategies in classrooms and assist with progress monitoring along with school leadership. The district will provide teacher/leader mentoring and training including lesson study, common planning, data analysis, classroom management, technology infusion (flipped/facilitated classrooms), and differentiated instruction based on student needs.

PD Opportunity 1

Provide high-quality professional development to teachers and leaders through various formats and medium

Facilitator

Pauline West/Dionne Mathews-Nelloms; Dr. Pink Hightower

Participants

All teachers and leaders

Schedule

Monthly, from 7/1/2015 to 6/30/2016

G8. Use data to make all instructional decisions about personnel, programs, interventions, and student/teacher progress toward meeting school level goals to increase student achievement and success

G8.B1 Other states and neighboring districts to Gadsden County have recruited many experienced teachers away from Gadsden with the promise of higher wages which has caused a lot of teacher mobility in and out of the County. There is also a lot of mobility of teaching staff between schools within the county. The district also has many new teachers in schools, including those new to the teaching profession and transitioning from first careers to teaching careers. Therefore, the need to provide teachers with data analysis training becomes a very big part of all professional development efforts each year in the district.

G8.B1.S1 The district will provide all new teachers with a thorough understanding of district and school-level data through in-depth new teacher orientations, introduce them to the content of the district student databases in Skyward, and provide them with a thorough overview of the district assessment data warehoused in Performance Matters (Professional Development opportunities with ongoing technical assistance annually).

PD Opportunity 1

The staff development and district leadership will review and revise, as necessary, new teacher orientation programs, returning teacher update programs, and promising school leader programs to ensure inclusion of the latest data analysis techniques in trainings so that new and returning teachers understand the significance and importance of using data to make instructional decisions and differentiate instruction based on student needs. All professional development programs will be paid at a rate of \$50 per 1/2 day (2-4 hours); \$100 per whole day (6-7 hours); and 1 hour trainings \$20 (not to exceed 1/2 day rate); if another agency compensates an employee for attendance at PD trainings - there will be no additional compensation by the district; if the district absorbs costs of registration, hotel, and travel for an employee to attend training out of town, there will be no additional hourly or daily compensation paid to the employee (PD opportunities)

Facilitator

Staff Development Director/ETO/K12

Participants

all school staff

Schedule

Monthly, from 6/2/2014 to 6/30/2015

G8.B2 The new national accountability requirements, the implementation of new Florida state standards, and the onset of the new state assessment have greatly increased the need for ongoing and deeper data analysis to differentiate instruction to meet the needs of individual students at the schools. This means that the district must continually create and provide more frequent and deeper data analysis professional development opportunities for all teachers.

G8.B2.S1 Provide all teachers at the school with initial training and then develop ongoing workshops to delve deeper into data and learn how to use data to drive decision making for instructional strategies and to differentiate instruction (PD opportunities).

PD Opportunity 1

Once school leaders understand the initial Performance Matters program, then the district will expose them to a deeper understanding of how they can use the data and link it to differentiated instructional strategies for their teachers to use based on specific student weaknesses/needs (PD opportunity).

Facilitator

ETO/assessment coordinator/K12

Participants

all school leaders

Schedule

Monthly, from 7/1/2014 to 6/30/2015

Technical Assistance Items

Technical Assistance opportunities identified in the DIAP as action steps to achieve the district's goals.

G1. Provide all student subgroups with resources and support to receive appropriate and equitable educational services.

G1.B1 Language challenges, homelessness, lack of equitable services, and being migrant are all barriers to student's educational success and completion.

G1.B1.S1 Provide all student subgroups with the equitable educational services and linkages to support services necessary to be successful in school.

PD Opportunity 1

Language accommodations and services will be provided to students and their parents upon request.

Facilitator

ESOL program/district programs/school

Participants

non-English Speakers

Schedule

Daily, from 7/1/2015 to 6/30/2016

PD Opportunity 2

In collaboration with the regional Migrant Title I Part C program run by Panhandle Area Educational Consortium (PAEC), needs will be assessed and services provided for migrant students and their families

Facilitator

Lucia Esquivel/Federal Programs

Participants

All student subgroups

Schedule

Monthly, from 7/1/2015 to 6/30/2016

PD Opportunity 3

Homeless students and their families will be provided the linkages to support and resources necessary to receive a free and appropriate public education.

Facilitator

Federal Programs/Parent Services

Participants

All homeless students and their families

Schedule

Daily, from 7/1/2015 to 6/30/2016

PD Opportunity 4

Private schools will be provided with equitable services after meaningful consultation for all eligible participating students.

Facilitator

Federal Programs staff

Participants

All participating private school students eligible for Title I

Schedule

Weekly, from 7/1/2015 to 6/30/2016

G2. Improve parent opportunities to be more involved with their children's education

G2.B1 Many parents/guardians of children are limited on time, resources, and educational ability to assist children at home with school work.

G2.B1.S1 Provide connections to support services, workshops/trainings, and access to educational resources so that parents are better equipped to assist children with school work.

PD Opportunity 1

Provide parents/guardians with connections to support services.

Facilitator

District leadership/parent resource center

Participants

Adult caretakers of public school children

Schedule

Daily, from 7/1/2015 to 6/30/2016

PD Opportunity 2

Provide parents/guardians with workshops and training in academic standards, school requirements, and teacher expectations.

Facilitator

Parent resource center/school leadership

Participants

Adult caretakers of public school children

Schedule

Every 2 Months, from 7/1/2015 to 6/30/2016

PD Opportunity 3

Provide parent liaison connections between schools and parents as funding permits with Vista volunteers.

Facilitator

School leadership/Federal Programs

Participants

Title I schools

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

G3. Improve access to digital technology to support classroom activities, individualized instruction, and small group learning.

G3.B1 Limited individual access to digital devices for instruction in every class.

G3.B1.S1 Collaborate with technology department to provide access to more digital technology as funding allows.

PD Opportunity 1

Determine resources necessary to individualize instruction with the use of digital technology.

Facilitator

Dr. Wiggins, Deputy, K12 Supervisor, Federal Programs Director

Participants

All students

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

PD Opportunity 2

As funding allows, purchase digital devices and technical support to further implement digital technology initiative.

Facilitator

Federal Programs Director and MIS Director

Participants

All students

Schedule

Semiannually, from 7/1/2015 to 6/30/2016

G4. Provide early learning opportunities for preschool children to improve readiness for transition into public education.

G4.B1 High numbers of low income minority children who do not have the resources available to learn the skills necessary for transition into public school.

G4.B1.S1 Use resources to increase instructional hours of preschool children to help them attain the skills necessary for transition into Kindergarten.

PD Opportunity 1

Collaborate with VPK/Head Start Coordinator to enhance the resources necessary to provide a full-day preK program to the extent possible with available funding.

Facilitator

Title I Director and Head Start Coordinator

Participants

preK students

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

G5. Raise performance of priority and focus schools (school improvement)

G5.B1 Limited number of highly effective, high quality staff, resources, and supports to provide close and ongoing identification of student needs and the respective interventions that will positively impact learning and timely transitions toward graduation and career readiness.

G5.B1.S1 Better train leaders and teachers how to budget limited time to follow student progress and transition through each grade level so that early warning signals are identified; rigorous research-based interventions are provided; and students are progress monitored regularly.

PD Opportunity 1

School leadership teams will be trained to do preliminary reviews of each student for early warning signs and determine appropriate interventions to reduce risk.

Facilitator

Staff development specialist; school leadership; instructional coaches; graduation specialists; ETO

Participants

All students

Schedule

Monthly, from 7/1/2015 to 6/30/2016

G7. Improve academic proficiency through a standards-based instructional program with appropriate, aligned interventions and supports targeted to meet identified student needs and readiness for college and careers.

G7.B1 Rigor demanded of new standards and an ever-changing work/world environment demanding more and different approaches to teaching and learning.

G7.B1.S1 Adopt only a limited number of research-based interventions (core plus one) that are aligned to basal instruments and the new standards and are directly related to student needs (identified by data) for college and career readiness.

PD Opportunity 1

Use data to make instructional decisions about resources necessary for identified student needs and changing work force requirements.

Facilitator

School leadership and teachers; district leadership

Participants

All students

Schedule

Daily, from 7/1/2015 to 6/30/2016

PD Opportunity 2

Align all interventions to new standards and basal instruments.

Facilitator

District Leadership Team; Instructional Leadership Team

Participants

All students and teachers

Schedule

Annually, from 7/1/2015 to 6/30/2016

PD Opportunity 3

Progress Monitor regularly.

Facilitator

School and district leadership.

Participants

All students and teachers.

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

G8. Use data to make all instructional decisions about personnel, programs, interventions, and student/teacher progress toward meeting school level goals to increase student achievement and success

G8.B1 Other states and neighboring districts to Gadsden County have recruited many experienced teachers away from Gadsden with the promise of higher wages which has caused a lot of teacher mobility in and out of the County. There is also a lot of mobility of teaching staff between schools within the county. The district also has many new teachers in schools, including those new to the teaching profession and transitioning from first careers to teaching careers. Therefore, the need to provide teachers with data analysis training becomes a very big part of all professional development efforts each year in the district.

G8.B1.S1 The district will provide all new teachers with a thorough understanding of district and school-level data through in-depth new teacher orientations, introduce them to the content of the district student databases in Skyward, and provide them with a thorough overview of the district assessment data warehoused in Performance Matters (Professional Development opportunities with ongoing technical assistance annually).

PD Opportunity 1

The district assessment coordinator and ETO will provide ongoing data review of school data at monthly leadership meetings, school-level faculty meetings; and for PLCs, department heads, content area specialists, and instructional coaches at the school (TA opportunity).

Facilitator

Staff Development Director/ETO/K12

Participants

all school staff

Schedule

Biweekly, from 6/2/2014 to 6/30/2015

G8.B2 The new national accountability requirements, the implementation of new Florida state standards, and the onset of the new state assessment have greatly increased the need for ongoing and deeper data analysis to differentiate instruction to meet the needs of individual students at the schools. This means that the district must continually create and provide more frequent and deeper data analysis professional development opportunities for all teachers.

G8.B2.S1 Provide all teachers at the school with initial training and then develop ongoing workshops to delve deeper into data and learn how to use data to drive decision making for instructional strategies and to differentiate instruction (PD opportunities).

PD Opportunity 1

The district will provide school leaders with the information necessary to identify student and teacher weaknesses through data so that data can drive instructional decision-making (TA opportunity).

Facilitator

District Assessment Coordinator/ETO

Participants

all school leaders

Schedule

Monthly, from 7/1/2014 to 6/30/2015

PD Opportunity 2

Once leaders are thoroughly trained, then ongoing staff development in deep data analysis will be planned and implemented by the Staff Development Director and ETO office (TA opportunity).

Facilitator

Staff Development Director/ETO/K12

Participants

all school staff

Schedule

Monthly, from 7/1/2014 to 6/30/2015