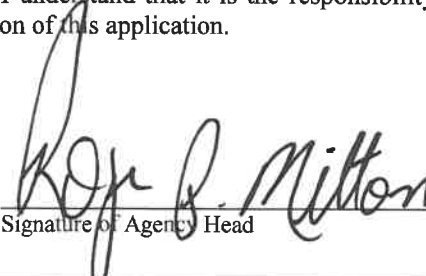
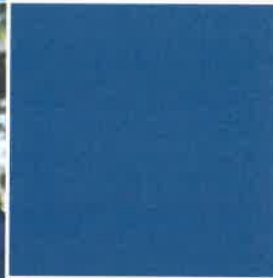


# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

2017 AUG 15 PM 3:39  
 CONTRACTS, AND  
 MANAGEMENT

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  <h3 style="text-align: center;">Schools of Hope – Whole School Transformation Model (Traditional Public Schools) (TOP-3)</h3>  <b>TAPS NUMBER: 18A085</b>	<b>DOE USE ONLY</b>  Date Received   <b>Project Number (DOE Assigned)</b>  200-								
<b>B) Name and Address of Eligible Applicant:</b> Gadsden County School District 35 Martin Luther King Jr. Blvd. Quincy, FL 32351										
<b>C) Total Funds Requested:</b>  \$ 1,038,000.00  <hr style="width: 20%; margin: 10px auto;"/> <b>DOE USE ONLY</b>  <b>Total Approved Project:</b>  \$	<b>D) Applicant Contact &amp; Business Information</b>  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Tammy McGriff</td> <td>Telephone Numbers: 850-627-9651 x 1278</td> </tr> <tr> <td>Fiscal Contact Name: Bonnie Wood</td> <td>850-627-9651 x 1222</td> </tr> <tr> <td>Mailing Address: <b>35 Martin Luther King Jr. Blvd. Quincy, FL 32351</b></td> <td>E-mail Addresses: <a href="mailto:mcgriff@gcpsmail.com">mcgriff@gcpsmail.com</a> <a href="mailto:woodb@gcpsmail.com">woodb@gcpsmail.com</a></td> </tr> <tr> <td>Physical/Facility Address: 35 Martin Luther King Jr. Blvd. Quincy, FL 32351</td> <td>DUNS number: 15-2811-279  FEIN number: 59-60000615</td> </tr> </table>		Contact Name: Tammy McGriff	Telephone Numbers: 850-627-9651 x 1278	Fiscal Contact Name: Bonnie Wood	850-627-9651 x 1222	Mailing Address: <b>35 Martin Luther King Jr. Blvd. Quincy, FL 32351</b>	E-mail Addresses: <a href="mailto:mcgriff@gcpsmail.com">mcgriff@gcpsmail.com</a> <a href="mailto:woodb@gcpsmail.com">woodb@gcpsmail.com</a>	Physical/Facility Address: 35 Martin Luther King Jr. Blvd. Quincy, FL 32351	DUNS number: 15-2811-279  FEIN number: 59-60000615
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Physical/Facility Address: 35 Martin Luther King Jr. Blvd. Quincy, FL 32351	DUNS number: 15-2811-279  FEIN number: 59-60000615									
<b>CERTIFICATION</b>  I, <u>Roger P. Milton</u> , ( <i>Please Type Name</i> ) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.  Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.										
<b>E)</b>  Signature of Agency Head	Superintendent _____ Title	August 15, 2017 _____ Date								



# Competitive Application for Whole-School Transformation Model (Traditional Public Schools) – TOP 3 [Gadsden] County Public Schools

*This form satisfies the requirements of Form TOP-3 in conjunction with Form TOP-2 (first-time DMT). Only districts seeking funding under the Schools of Hope program for traditional public schools should apply. This application is due August 15, 2017.*

[George W. Munroe Elementary 0041]

WRAP-AROUND SERVICES THROUGH DISTRICT-MANAGED TURNAROUND

Part I: Needs Assessment

**Item 1:** Description of the needs assessment methodology and summary of the results to develop the whole-school transformation plan. Also, describe who participated in the formulation of this plan.

There was a variety of methods used in the development of the needs assessment, including but not limited to:  
**Focus Groups:** Interviewing a carefully selected small group of people to participate in a focused discussion led by an experienced evaluator to collect in-depth thoughts and opinions on a topic  
**Key informant Interviews:** Intensive interviewing with an individual who meets specific selection criteria based on their personal experience  
**Community Meetings:** Gathering information from individuals in a targeted population from the community  
**Surveys:** Annual climate surveys and parent surveys for the program at the school that provided specific information used to create statistical summaries of data.

On April 4, 2017, the Gadsden County School Board voted to reconfigure several schools in the district, close two schools, and rename two schools. In the process, two elementary schools were closed (Gretna Elementary and St. John Elementary [SJES]) and two elementary schools were changed to a primary grade (preK-3) configuration (George W. Munroe Elementary [GWM] and Greensboro Elementary [GBES]). The students in grades K-3 from the two closed schools were divided by zones to go to the two reconfigured primary schools. Grades 4-5 students from the two closed schools were divided by zones to go to the two reconfigured middle schools. Below is a summary of the pertinent data from the needs assessment for the two combined schools (GWM and SJES) and an external consultant analysis done for the most recent year of the district’s federal programs (Title I, Title II, Title I School Improvement, Title IX). All schools in the district, with the exception of one gifted program, are Title I schools so the external evaluation included a review of the DIAP, SIP, and Title I goals, strategies, and progress toward outcomes. It is worth noting that under the new grade level configuration for GWM and SJES, the data that is available under the FSA is for grades 3-5 from 2016-17. The following assessment data was collected and analyzed deeply.

**ELA:**

*GWM: overall school 15.6% proficient in 2016-2017 compared to 22.9% in 2015-2016*

*SJES: overall school 31.3% proficient in 2016-2017 compared to 28.6% in 2015-2016*

*Average 23.45% proficient for both schools in ELA for 2016-2017*

*District average of grades 3-5 is 29.8%; state average is 53.9%*

*GWM learning gains 34% in 2016-17 compared to 52% in 2015-16*

*SJES learning gains 46% in 2016-17 compared to 30% in 2015-16*

*Average learning gains ELA 40% for 2016-17*

*District average of learning gains for ELA 39%*

*GWM learning gains in lowest 25% is 47% in 2016-17 compared to 66% in 2015-16*

*SJES learning gains in lowest 25% is 64% in 2016-17 compared to 33% in 2015-16*

*Average learning gains in lowest 25% ELA is 55.5% for 2016-17*

*District average of learning gains for lowest 25% is 39%*

*GWM grade 3 ELA – 15.2% proficiency in 2016-17 compared to 27.3% in 2015-16*

*SJES grade 3 ELA – 30.3% proficiency in 2016-17 compared to 40.5% in 2015-16*

*Average grade 3 ELA – 22.75% in 2016-17*

*District average grade 3 ELA – 33.6% in 2016-17*

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### **Math:**

*GWM: overall school 23.6% proficient in 2016-17 compared to 34.7% in 2015-16*

*SJES: overall school 64.3% proficient in 2016-17 compared to 46.2% in 2015-16*

*Average 43.95% proficient for both schools in Math for 2016-17*

*District average of grades 3-5 is 47.8%; state average is 56.1%*

*GWM learning gains 25% in 2016-17 compared to 49% in 2015-16*

*SJES learning gains 75% in 2016-17 compared to 32% in 2015-16*

*Average learning gains Math 50% for 2016-17*

*District average of learning gains for Math 44%*

*GWM learning gains in lowest 17% is 47% in 2016-17 compared to 53% in 2015-16*

*SJES learning gains in lowest 55% is 64% in 2016-17 compared to 32% in 2015-16*

*Average learning gains in lowest 25% math is 36% for 2016-17*

*District average of learning gains for lowest 25% is 41%*

### **Grade 5 Science:**

*GWM overall science proficiency 9% in 2016-17 compared to 11% in 2015-16*

*SJES: overall science proficiency 21% in 2016-17 compared to 26% in 2015-16*

*Average 15% proficient for both schools in Science for 2016-17*

*District average of grade 5 science 28%; state average 51%*

### **VPK/PreK readiness:**

*GWM – 88% exceeded expectations in print knowledge; 47% in phonological; 35% in oral; 47% in math*

*SJES – 82% exceeded expectations in print knowledge; 47% in phonological; 6% in oral; 47% in math*

### **iReady Diagnostic:**

*GWM – 34% on grade level in reading 2016-17 compared to 33% in 2015-16*

*SJES – 45% on grade level in reading 2016-17 compared to 54% in 2015-16*

*GWM – 36% on grade level in math 2016-17 compared to 39% in 2015-16*

*SJES – 55% on grade level in math 2016-17 compared to 57% in 2015-16*

Student attendance rates (Skyward data reported on Survey) at GWM: 93% for 2016-17; at SJEX it was 95%

Student suspensions out-of-school for GWM: 216 occurrences involving 96 children in 2016-2017

Student suspensions out-of-school for SJES: 92 occurrences involving 26 children in 2016-2017

Participants of development of this plan included:

Principal, Dr. Ronald Peterson

GWM School Leadership Team

Community Groups

Florida State University, Dr. Ella Mae Daniel, Dr. Dianna Wood

Panhandle Area Educational Consortium, Dr. Maria Pouncey

GWM School Advisory Committee Members

GWM Faculty Groups

Bargain Unit Groups and negotiators

Superintendent Roger P. Milton

School Board Members

Area Director of Elementary Education Tammy McGriff

Area Directors of Support Services and Federal Programs

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Gadsden County is the state's only county with an African American majority population. It is a rural county in the center of the Panhandle of Florida. Almost 30% of the population is below the poverty level and unemployment rate is 11%. Over 90% of the students qualify for Free and Reduced Lunch (FRL). Over 76% of the students are directly certified through the National School Lunch Program (SNAP, TANF) and this data is used under the Community Eligibility Provision for Title I services which is then multiplied by a factor of 1.6% to capture all the children not receiving social services under direct certification but still living in poverty. All students in the district are provided with free breakfast and lunch in Gadsden County through the Community Eligibility Provision (CEP). 99% of the public schools are Title I schools. Graduation rates, while continually rising, are below state averages at 68% for 2016-17.

The district has a state accountability grade of "C", which it has maintained for two years now. Gadsden has consistently increased student academic learning gains in reading, science, and math for all student subgroups, especially for those students in the lowest 25% (quartile). Overall reading proficiency in the district of only 30%, limits how high a child can reach in their educational climb. District math proficiency is 40% and science is approximately 20%. The school district serves grades preK-12 and has around 5,400 students; 80% of students are African-American; 18% Hispanic; 2% multiracial/white/other. Almost 90% of the students are economically disadvantaged. About 15% are ESOL/ELL/Migrant and almost 25% of the students have IEPs as ESE students.

Thirty percent of the county is below poverty. Only 36.5% of the county residents have a high school diploma and only 19% have any college education. The county has seven municipalities and about 5,500 public school students from preK- 12 grade. The school district is the major employer followed closely by the prison and law enforcement systems. The unemployment rate is over 9% and almost 20% of the population receives public assistance.

Many of the students who graduate from Gadsden County and go on to college do not choose to reside in the county because of the lack of employment opportunities. The young population flight has further depressed the local economies. The school district and the municipality leaders have brainstormed for the past several years to determine how to return Gadsden County to its once flourishing economy that it had until the later part of the 20th Century. One of the factors that keeps businesses from locating into the area is the lack of qualified workers. School statistics are low and many families are choosing to relocate to the state capital of Tallahassee twenty-five miles away to offer their children better educational opportunities. The consensus of opinion between the education community and the community-at-large is that the children's educational proficiency needs to be increased to a competitive level with national standards to keep businesses and families from choosing other locations to live and operate.

Over the past several years the school district's funding for educational programs has been drastically reduced. State-level cuts of basic student funding, reduced entitlement grant funding, dropping enrollment, falling property values, and sequestration have caused the school district to cut staff to bare bones. This has eliminated the sometimes more crucial positions that provide students with individualized assistance to overcome reading challenges.

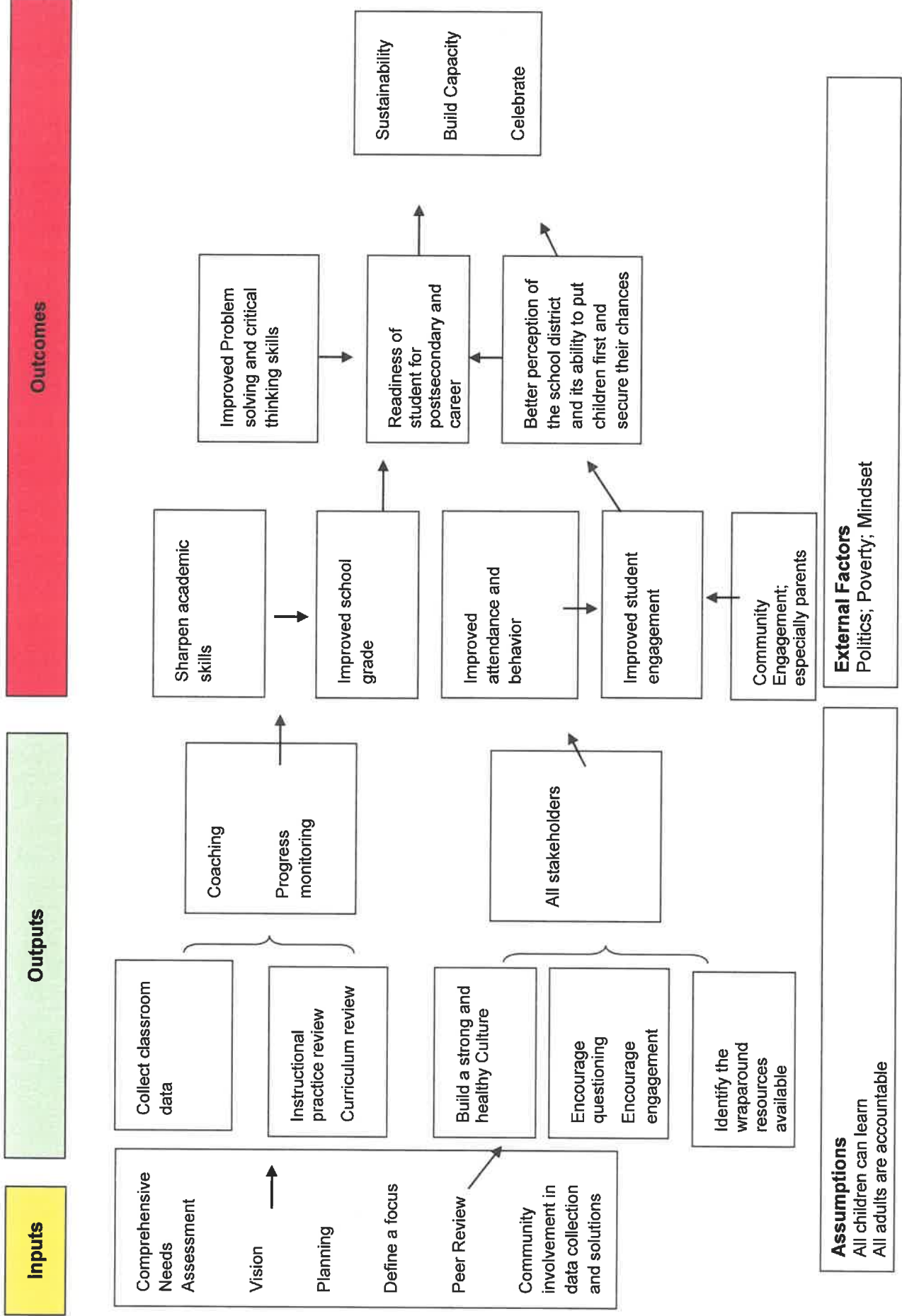
The district is committed to providing safe and supportive learning environments that ensure continuous progress towards high student achievement. Each student is valued and the district believes that all students can learn. Through the collaboration of a caring school community and the proper allocation of resources, the district builds a future for its children as they prepare for success in life. Continuous

### Turnaround Option Plan –3

improvement is necessary to ensure students realize their potential in a rapidly changing, diverse, and global society. There is a need not only for credentialed teachers, but also for reimagining how those teachers are prepared to meet the challenge of rural schools, such as poverty, geographic isolation and the need to support a growing population of English learners. This project seeks to address the teaching and learning needs in grades K-3 and STEM areas at GWM and as a platform for reforming all schools.

Gadsden uses data to drive all decision-making. 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 within the district, include but are not limited to: (1) Budget Meetings, (2) Staffing Meetings with individual school leaders, (3) Executive Management Meetings; Instructional Leadership Meetings, (4) District Leadership Meetings, (5) Curriculum and Instruction Content Specialists Meetings (6) Interdepartmental Meeting, (7) Federal Program Collaboration Meetings Assessment, (8) Data Review Meetings and (9) Community Assessment Team Meetings. These internal forums combined with community and site based forums work together to establish the methodology for coordinating and supplementing federal, state and local funds, services and programs to align interventions in Priority and Focus schools. After analysis of needs assessment data, the methodology used is the integration of all district, school, and community 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 students.

**Program: Gadsden County Logic Model**



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**Item 2:** Explain how the school is going to leverage community assets, improve school and community collaboration, and develop family and community partnerships.

In every community there is work to be done. In every heart there is the power to act. People will support what they help to create. Where you live and who you know (or don't know) has a huge impact on the odds of one's success. All of these things create a motivation to act. In order to leverage community assets for GWM, there were several questions that were asked and they can be classified under two categories as *needs* and *assets*:

### Needs:

What is not there?

What services are needed to meet these needs?

Who are the consumers of these services?

### Assets:

What is there? (including hidden assets)

What are the connections and contributions? (what do people care enough about to act upon; what strategies will mobilize the groups; what are the roles for the people or program; what agencies can lead?)

Who are the citizens benefiting from these connections/contributions?

Community and school leaders were invited to dream (and support what they felt they would need to pursue their dreams), and talk about their concerns (what they cared about enough to act upon). The community felt valued and connected as they talked about what they wanted to give. Individual members' knowledge, skills, and passions were identified along with resources of public, private, and non-profit institutions. The role of voluntary associations was discussed along with institutional policy shifts necessary to make a change. There is a need to build a grass roots asset base; attack barriers to family success; build new community and leadership habits, systems, and policies; build family assets; help each other through mutual support; and engage in collective action. Community is not just a network of relationships but is the value and functionality that comes from that connectivity. A connected environment is the infrastructure for community. Some of the things discovered were places we should be putting our effort versus places from which we need to remove our efforts.

The GWM community is a big room with many doors including faith-based congregations, community-based organizations, institutions, learning groups, health initiatives, family assets, grants programs, and neighborhood groups. The first thing that needed to be clarified was communication so the district could create an environment where people have access to good quality information, thus giving them a neighborhood voice. This was done through various community meetings. The next hurdle was identifying and building connections for the residents to reach out to and eliminating the barriers to accessing these connections (easy on-ramps). Next, we had to build bridges across boundaries that led to greater understanding and co-investment and created a neighborhood without borders. We identified low-risk, low-commitment ways to make a difference and outcomes connected to people who realize they have untapped resources. Communities are strengthened when organizations encourage and support diversity. Often times, groups of people, like welfare recipients, elders, youth and minorities, are marginalized and not recognized as contributing citizens within their community. This project has identified ways to work to engage those groups in participation and governance to create a sustainable and effective project.

GWM's vision for leveraging community assets, improving school and community collaboration, and developing family and community partnerships is to bring together identified community partners to offer a range of supports and opportunities for its students and their families. It is geared towards establishing and maintaining partnerships working to achieve results, focused on:



## Turnaround Option Plan –3

- (1) children ready to enter school;
  - (2) students attending school regularly;
  - (3) students becoming motivated and actively involved in learning;
  - (4) families increasingly involved with their children's education;
  - (5) family and schools effectively working together;
  - (6) students succeeding academically;
  - (7) students healthy - physically, socially, and emotionally;
  - (8) students learning in a safe and supportive instructional environment; and
  - (9) teachers who are supported and highly effective in establishing a classroom environment conducive to learning
- (*Cowan, Vaillancourt, Rossen, and Pollitt, 2013*).

GWM's efforts will focus on enhancing the delivery of existing school-based services and through its community partnerships, fill in resource and service gaps based on the needs of the school through a mutually establish framework (based on The Coalition for Community Schools Robust Results Framework), for results with specific short- and long-term goals that are essential for student success and based on the relevant goals of the school improvement plan and DMT TOP-2 Plan, which serve as goals and objectives of each community partnership.

In order for GWM to have a high impact on the academic and wellness outcomes of its students, a school-site community-partnership leadership team comprised of school and community stakeholders has been established to guide the planning, implementation, and evaluation of the partnerships in order to maximize effectiveness, alignment of resources, as well as sustainability. According to the Coalition for Community Schools and the National Association of School Psychologists, there are nine key elements (leadership team, needs assessment, designated community-partnership person, clear expectations and accountability, high quality services, ongoing comprehensive professional development, detailed plan for sustainability, evaluation measures, and communication plan) necessary for creating and sustaining effective partnerships to improve student's academic and overall wellness. GWM's administration, faculty, and staff through the school-site leadership team, will leverage the following key elements in order to create a framework for results, based on the needs assessment identified in the school's TOP-2 plan:

1. Identify a designated person to lead the coordination of school–community partnerships, who will help maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process.
2. Establish clear expectations and shared accountability for the school and community partners with delineated roles and responsibilities for school personnel and community providers in order to enhance efficiency and effectiveness of service delivery while ensuring that the needs (as identified in the turnaround plan) of the school are being met.
3. Establish a process for reviewing and identifying high-quality services that leverages school and community resources throughout the partnership, which includes making sure services are provided by specialized instructional support personnel and community service providers with the knowledge and skills critical to improving student and school outcomes, as identified by the needs assessment.
4. Establish a comprehensive professional learning plan for school leadership, teachers, staff, and community partners, which is continuous and high quality to ensure effective partnerships, which leads to improved student learning, as well as stronger families and communities.
5. Conduct regular meetings with all stakeholders (participating school staff and community partners) to ensure continued building of relationships and trust; developed common language, and learned content and best practices around school–community partnerships for high student and school outcomes.

## Turnaround Option Plan –3

6. Establish a plan for long-term sustainability based on ongoing needs assessment in order to maintain partnerships and/or establish new partnerships based on identified and/or changing school needs, as well as identify and capitalize on financial assets of community partners to maintain a consistent funding stream in support of programs and activities aligned with a common vision.
7. Conduct regular evaluation of partnership effectiveness through a variety of measures, which includes reevaluating current school/district partners and/or selecting new partners based on data that highlight their best-fit with the current needs of the school and community.
8. Establish a communication plan to share progress and challenges as it relates to the success and challenges of each school-community partnership to determine: (1) what is working, (2) what is not working, (3), challenges and ways to overcome challenges, and (4) successes in order to educate the larger educational community and others seeking to improve schools through community partnerships.

By establishing a framework for results through a set of guiding elements, GWM will be able to leverage school-based services and the services provided by its community partners, as well as establish a collaborative process wherein all stakeholders are actively involved in providing a wider range of services than can be accomplished singularly. Doing so ensures that the services provided are appropriate and complementary to the academic, social-emotional, and developmental focus areas of the school and the individual and collective needs of students and their families. All students will be eligible to access services made available through the school–community partnerships, with priority given to those most in need.

### Part II: Implementation Plan

#### A. Areas of Assurance for Whole-School Transformation Plan

Below are the six key areas of assurance selected by the district based upon the school’s needs assessment to implement a whole-school transformation model.

The school will:

1. Provide wrap-around services that develop family and community partnerships
2. Increase parental involvement and engagement in the child’s education
3. Establish clearly defined and measurable high academic and character standards
4. Identify a knowledge-rich curriculum that the school will use to focus on developing a student’s background knowledge
5. Provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.
6. Identify, recruit, retain, and reward instructional personnel.

**Item 3:** Explain the strategies the school will implement to provide wrap-around services that develop family and community partnerships.

Empowering the community starts with the idea that people in the community can and should create the supports that address concerns and impacts on learning. These range from walking brigades home through unsafe streets, to carpools established for getting kids to school who miss the bus, to mobile food banks. Ideas are often small but have a laser-like focus on the issues that most plague a school and families with the logistical and practical issues that create unreasonable stressors and interrupt learning. These often create the negatives impacts on social-emotional learning issues students face. GWM’s

### Turnaround Option Plan –3

partnership with the community starts with those people in formal and informal leadership who spark change. These sparkplugs exist everywhere. They have one thing in common – they would rather do something about a problem than complain about it. This project will provide the tools and help for these sparkplugs as they make change happen to support the development of the children in their community.

GWM’s wrap-around process consists of a team-based approach in making its community engagement a priority by establishing an infrastructure for implementation of the turnaround plan that is consistent with leveraging school-based and community services to assure children and their families receive the services they need. As a living document, the GWM wrap-around plan highlights a series of particularly important strategies for making local community engagement a priority in the school’s school turnarounds efforts.

GWM has established a wrap-around team responsible for creating a shared vision and action plan among the school personnel, community-based partners, and other stakeholders (e.g., parents) in order to set the structure for teamwork, cross-team interactions (e.g., school-community partnership team), collaboration and schedule team meetings. This process set the foundation for establishing an infrastructure consisting of a multi-tiered system of approach for implementation and created turnaround advocates within the community. Adapted from Strategies for Community Engagement in School Turnaround, 2014, specific strategies included the following:

- Building on existing service providers (at the school and/or district levels) of resources and accountability systems.
- Requiring that the school improvement plan (SIP) features school-community partnership as an essential element and specifies strategies as well as measurable short- and long-term goals for engagement.
- Providing wrap-around support for out-of-school time learning, which includes after-school, summer, and extended-day learning opportunities.
- Creating wrap-around support for students with special needs centered on expanding and enhancing services for students with learning challenges.
- Providing opportunities for parents to build their knowledge and understanding of the turnaround process and academic structure of the school through the lens of the turnaround process.
- Ensuring that partners have the capacity to assist the turnaround efforts through continuous service improvement centered on research and best practices, including technical assistance providers skilled in capacity building or systems improvement.
- Incorporating community-partnership engagement goals and leading indicators into the school improvement plan (SIP), which include monitoring of outcomes associated with sustained student achievement and teacher effectiveness indicators.
- Assessing the schools’ capacity for effective school-community partnership engagement through monitoring and needs assessment in order to identify and respond to targeted opportunities to build the school’s resource capacity through effective and efficient personnel, state and/or district-developed tools, as well as partnerships community-building organizations.
- Facilitating better coordination between the schools, districts, State agencies that provide social services in order to strengthen family support services within and outside the school communities
- Creating a framework/plan to communicate proactively with parents and community partners to build broad understanding and support among stakeholders—creating a two-process for listening and responding to feedback.
- Developing a consistent process for recruiting community leaders, parents, heads of non-profits, faith leaders and elected officials as advocates for turnaround schools options.
- Identifying and offering meaningful opportunities for parents/families/community partners to participate, as a means of measuring the impact of partnership involvement and parental involvement in the academic improvement of students.
- Training parents as community organizers, ensuring parents are actively participating in the turnaround process and engaged in the school.
- Communicating proactively with the community and media outlets to ensure that the communities being served by the school are aware of the goals, strategies and resources associated with the school wrap-around services and its connection to the school’s turnaround efforts.

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These strategies are integrated into the work of the school's turnaround plan without significantly expanding the work and align with the school's compliance and district support functions. While the intensity of the wrap-around plan largely depends on the number of community partners involved, GWM, through its sustainable plan, will identify and prioritize the level and importance each community-partner plays in providing authentic and strategic services to students and their families.

**Item 4:** Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

Although a parent's role in their children's learning evolves as kids grow, one thing remains constant: the parent is a children's learning model. Parents' attitudes about education can inspire their children and show them how to take charge of their own educational journey. This project will focus on training parents to be role models; to pay attention to what their child loves; to tune into how their child learns; to practice what their child learns at school; to set aside time to read together; to connect what their child learns to everyday life and to the world; to help their child take charge of their own learning; to keep their child's schedule free for learning; and keeping digital distractions to a minimum. In the process, we hope to teach the parent how to learn something about themselves and improve their own understanding and ability to help their children at home with their learning.

**Role Modeling.** In the early years, parents are their children's first teachers. They help children explore nature, learn to read, learn to cook, and learn to count. When a young child begins formal school, the parent's job is to show him/her how school can extend the learning they began together at home, and how exciting and meaningful this learning can be. As preschoolers grow into school-age kids, parents should become their children's learning coaches. Through guidance and reminders, parents can help their kids organize their time and support their desires to learn new things in and out of school.

**Paying Attention.** "One of the most important things a parent can do is notice her child. Is he a talker or is he shy? Find out what interests him and help him explore it. Let your child show you the way he likes to learn," recommends Dalton Miller-Jones, Ph.D.

**Tune In.** Many children use a combination of modalities to study and learn. Some learn visually through making and seeing pictures, others through tactile experiences, like building block towers and working with clay. Still others are auditory learners who pay most attention to what they hear. And they may not learn the same way their siblings or their parents learn. By paying attention to how the child learns, the parent may be able to pique his/her interest and explain tough topics by drawing pictures together, creating charts, building models, singing songs and even making up rhymes.

**Practice.** Many teachers encourage parents to go over what their young children are learning in a non-pressured way and to practice what they may need extra help with. This doesn't mean drilling them for success, but it may mean going over basic counting skills, multiplication tables or letter recognition, depending on the needs and learning level of your child. Parents should not be drill masters, the child needs to feel part of the practice.

**Read Together.** Reading aloud regularly, even to older kids helps a parent bond with a child. If a child is a reluctant reader, reading aloud will expose her/him to the structure and vocabulary of good literature and get her/him interested in reading more. Parents will be provided access to a library of books to take home and practice reading with their children. They will be encouraged to let kids pick the books they like. Book series are great for reluctant readers. The parent will be reinforced that it is OK to read easy, interesting books instead of harder novels if that is what their child wants to read. Reading is the basic premise of all education.

**Connection to Life.** Making learning part of a child's everyday experience, especially when it comes out of a child's natural questions is how parents can connect learning to life. When they cook they should use math through measuring. When the ride in the car parents can use counting games or talk about

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different sights or states that they notice on the drive or on the cars. When a child turns on a motorized device parents can explore how it works together. When a child is concerned about the weather, the parent can talk about why it is so hot or why it rains. Parents will be trained to have give-and-take conversations, listening to their child's ideas instead of just pouring information into their heads.

**Connection to the world.** Parents will be trained to find age-appropriate ways to help an older child connect learning to world events. The process will be to start by asking questions about what a child has heard about a recent event and/or how they feel about it (possibly helping rescue animals or sending supplies to hurricane victims). This helps a child become a caring learner.

**Embrace learning.** Children should be in charge of their own learning. Parents will be taught to help them be responsible for their successes and failures, giving them motivation for learning, and helping them to realize what is in it for them intrinsically, not just as an external reward.

**Scheduling.** While parents often want children to be involved in extra-curricular activities, they will be taught to be judicious about how much they let or encourage a child to do. Kids need downtime as much as they may need to pursue extra-curricular activities. Parents should monitor the child to see that they are truly enjoying and if they are enjoying all of the extra things they are doing. Parents will be taught how to realistically choose which extra-curricular activities most benefit their children while still keeping them motivated to learn.

**Digital distractions.** Watching lots of TV or playing on digital devices does not give children the chance to develop their own interests and explore on their own, because the device controls the activity. Unstructured time with books, toys, crafts and friends allows children to learn how to be in charge of their agenda, and to develop their own interests, skills, solutions and expertise.

**Internalize learning.** Learning something new as a parent is a great way to model the learning process for their child. Parents will be encouraged to take up a new language or craft or read about an unfamiliar topic. Parents should show the child what they are learning and how they may be struggling. That way the parent will gain a better understanding of what the child is going through and the child may learn study skills by watching a parent study. Establishing joint study time is a good way to demonstrate these skills.

**Item 5:** Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

The district's standards for professional teaching are governed by the Florida Educator Accomplished Practices (FEAPs), which are the core standards for effective educators. The FEAPs are based on three principles:

- (1) high expectations,
- (2) knowledge of subject matter, and
- (3) the standards of the profession.

These three foundational principles are applied through the lens of six (6) educator accomplish practices, each clearly designed to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility (*Florida Department of Education, 2011*).

The district strives to strengthen its teacher's development through providing high quality, tailored professional learning. This support is designed to cultivate teacher leaders who are prepared to help facilitate improvement in teaching and learning at their school from within their classroom. Most importantly, the district believes that innovative teaching competencies, which are job-embedded, observable (measurable) and demonstrable, can be nurtured. However, the district recognizes that this is an area of much needed improvement in regards to articulating a stronger vision and stronger goals

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in respect to the skills and competencies necessary for teachers to be able to meet the changing demands/challenges specific to the district, as a rural school district with lower performing schools. This further strengthens the district's need for a residency program for cementing a stronger structure for teacher's attainment of the knowledge, skills, and attitudes necessary to support student learning. In collaboration with the residency partners, the district intends to redesign the current model of professional learning and training, focused on teacher's ability to:

- Be leaders in their classroom and school;
- Establish a respectful environment tailored to the cultural and linguistic diversity present in the district's student population and communities;
- Know they have the pedagogical knowledge and skill to teach their subject matter;
- Facilitate learning for All students;
- Use reflective practice through the lens of student data for increasing students' learning and personal professional growth to improve teaching practices;
- Utilize effective classroom management skills;
- Practice varying effective teaching practices;
- Incorporate effective assessment strategies; and
- Know when and how to use technology to maximize high student learning.

(*Nessipbayeva, ND*)

Sanchez, Roegman, and Goodwin (2016) in an urban teacher residency program at Teachers College, identified three roles of mentors: teacher, field-based teacher educator, and learner. The project will embrace and develop mentor teacher training and development around these three interconnected roles. Selection of mentors will be a collaborative process between the school (utilizing administration input) and the university partners.

The district's interest in a residency program stems from its inability to attract and retain a strong teaching force for improved and sustained student achievement in order to address the district's need for highly qualified science, mathematics, and bilingual teachers to meet the needs of the culturally and linguistically diverse student population it serves. On the topic of highly qualified teachers and highly effective teachers, in its report on *America's Challenge: Effective Teachers for At-Risk Schools*, The National Comprehensive Center For Teacher Quality (2007), states that "the most important means of facilitating high achievement is ensuring that all students have access to highly effective teaching."

Similarly, Guha, Hyley, and Darling-Hammond (2016) in their report, *The Teacher Residency: An Innovative Model for Preparing Teachers*, highlighted four innovative approaches for a residency program:

- (1) vehicle to recruit teachers for high-needs fields and locations,
- (2) offer recruits strong content and clinical preparation specifically for the kinds of schools in which they will teach,
- (3) connect new teachers to early career mentoring that will keep them in the profession, and
- (4) provide financial incentives that will keep teachers in the districts that have invested in them.

Collectively, these two reports provided the foundation for launching the ideas of this project as a framework for building the district's capacity to attract, cultivate, and maintain effective educators in order to address the high turnover of teaching staff and lower student achievement. Toward this end, the project is designed to be responsive to the Florida Strategic Plan, highlighting the following target performance goals:

- Goal 1: Highest Student Achievement under the teachers and leader's priority, which seeks to "increase the percentage of effective and highly-effective teachers;"

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- Goal 2: Seamless Articulation and Maximum Access under teachers and leaders, which seeks to “increase the percentage of effective and highly effective teachers at high-minority, high-poverty and low-performing schools” and “reduce the number of out-of-field teachers at high minority, high-poverty and low-performing schools;” and
- Goal 3: Skilled Workforce and Economic Development, which seeks to “expand STEM-related educational opportunities in high-demand areas.” (*FL SBE, 2012-2018, p. 8*).

The project is intended to create a sustainable clinical and professional learning model for optimizing the effectiveness of the district with its collaborative partners in which mentor teachers and resident teachers plan together within professional learning communities learn from each other and maximize learning for ALL while respecting student’s cultural and linguistic differences.

The district will leverage its current informal relationships with Florida State University (FSU) and the Panhandle Area Educational Consortium (PAEC) to help lead the residency. The district anticipates creating a formal partnership (through memorandums of understanding) in the development, management, and implementation of the project that identifies key personnel who would be involved in the project. The district is interested in partnering because of its substantial role in promoting the residency model as an effective framework to prepare prospective teachers for the rigors of teaching, particularly in high need schools, as it addresses the need for an alternative form for educating the nations most disadvantaged. More so, having a context-specific approach to creating a replenishing pool of expert teachers expands the district’s ability to identify what works and develop an empirically based framework for providing each school with direct support in building their capacity for school-wide improvement. The most important and valuable element of the new site development work is the defining characteristics of the design thinking process of the technical assistance through the teacher residency institutes provided for the first two years. The technical assistance model provides the district with a “multi-prong” support to ensure successful implementation and sustainability—two crucial elements of new program development. In providing extensive technical assistance, the partnership will solidify the district’s capacity for a sustain model for improving policy and practice for school/district-wide improvement in student’s achievement and teacher recruitment and retention.

The district and Instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. Even though Gadsden County is the state’s only majority minority district, the typical achievement gaps between minority and non-minority students are not as prevalent and are continuing to narrow. The district hopes that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups. Effective pre-service/in-service programs are designed to improve teacher skills and credentials and develop appropriate curriculum for high-needs students, especially subgroups of students like ESE and EL students.

Summer professional development continues to be offered for school administrators, and staff in how to implement Florida standards and strategies for increased rigor, how to integrate a standards-based curriculum to drive instruction, and how to monitor the instruction after implementation.

Trainings are offered during the summer with ongoing progress monitoring during the upcoming school year to assist with transferring learning into classroom instruction. The district collaborated with teams of teachers and FDOE instructional specialists to develop curriculum pacing guides that support Florida standards. During preplanning week each year, more training on instructional effectiveness and the infusion of standards is offered through principal trainings at each school so that teachers are fully aware of how the standards align to the state assessment and instruction. Modeling, training, data analysis and other training activities are provided throughout the year by district staff. MTSS and PBS trainings continue to

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be offered for site-based staff, especially for those responsible for training individual teachers at the site as different tiers of intervention are required.

Classroom management, differentiated instruction, along with other research-based strategies are part of the professional development schedule during the school year and are also available online through Edvivate to assist teachers in reaching maximum quality and helping them to assist their students in achieving maximum academic proficiency.

Subject expert consultants trained in standards-based implementation are contracted as necessary to assist with trainings. Monitoring is ongoing throughout the year so that changes in the training can be made as necessary to better impact transfer of knowledge. Instructional specialists and leaders at focus/priority schools are invited to attend FDOE's Differentiated Academy (DA) during the summer. The schools greatly benefit from the state's best practices and trainings to assist them in delivering instruction. All trainings and strategies are based in the body of knowledge surrounding Florida standards and are reinforced by district instructional specialists and the professional learning team throughout the school year. All trainings and modeling at the school level are developed around the alignment of the standards to the state assessment and student achievement. All activities are based on the foundational practices for FEAPs to promote common language and understanding of expectations for the quality of instruction and professional responsibility.

Character Standards are critical to a learning environment. There are many strategies to address character and behavior of children in school but most are derived from a Multi-tiered system of supports and Positive Behavior plans. Before working on children's behavior, the parent and teacher need to understand what the keys to misbehavior are: sleep, positive reinforcement, quality time and attention, and healthy nutrition. Understanding these four critical keys to misbehavior will be a primary charge of the supplemental support team assigned to the school. Children who do not get as much sleep as their peers have lower IQs, have higher diagnosis of ADHD, make poorer grades in school and have a higher chance for obesity. Children who are very defiant towards their parents are usually that way because of an extremely critical parent who never or rarely praise their child for doing anything right and only criticize the child for things they do wrong. As a result, the kids are confused, angry, upset, defiant, and overall very hard to manage. Once parents are taught to change their communication patterns, children's behavior improves dramatically. Parents will be taught these skills. 71% of American families have both the mother and the father working full-times, which means that children are often left at home alone after school or in after school or daycare for up to 12 hours a day. The most important factor in spending quality time with the child is not in what the parent does with the child but the fact that they are just doing something together. Even parents with good intentions can hurt their children emotionally when they dismiss the child who wants their attention while the parent is busy with other things. Teaching parents to care out quality time with their children can lead to a fuller emotional tank which results in a much happier child. Parents will be trained in understanding and rebuilding these skills. How much sugar can a child ingest during a day? Parents and schools are notorious for inundating kids with sugar. Dramatically reducing a child's sugar intake will produce remarkable results in a child's behavior and their short-term and long-term health. Detoxing them won't be easy but there are nutritional snacks that can fill the 'sugar void'. Parents will be brought into different workshops to learn about what sugar is doing to their child and how they can work with the child to change the impact. Change is not always easy or convenient. There is no such thing as a perfect parent. However, the most successful parents understand that their children's behavior is a direct correlation to the emotional and physical well-being of their child. Just like in cooking, if the parent leaves out one key ingredient the child may not turn out as well. Quality ingredients will be taught to parents so the 'cake' will rise and be a success in school and in life.

**Item 6:** Explain the strategies the school will implement to identify a knowledge-rich curriculum that the school will use to focus on developing a student's background knowledge.



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Knowledge of content and of the vocabulary acquired through learning about content are fundamental to successful reading comprehension; without broad knowledge, children's reading comprehension will not improve and their scores on reading comprehension tests will not budge upwards either. Comprehension depends on having formal skills rather than broad knowledge. If what is limiting students' comprehension isn't understood and aggressively addressed, reading scores won't move up, no matter how hard teachers try and the public will continue to blame teachers and public schools for stagnant achievement scores. Teachers groups at GWM will work to identify the knowledge that is most useful to reading comprehension and revise early grade curriculum, identifying knowledge that will allow children to read with strong comprehension. In the first two years of life, when a child learns to walk and talk, those are natural developments. Since the child acquires these extremely difficult skills often without conscious adult instruction, we might mistakenly extend trust in natural unfolding to the next stage of life—when a child enters school. A child needs a great deal of knowledge to understand books. Teachers do and should ask students to engage with reading material in a variety of ways, including questioning students about the author's intent, summarizing what they've read, and so forth. Comprehension skills can only take students so far; knowledge is what enables their comprehension to keep increasing. Schools have begun to do a much better job of teaching all children to become good first-step readers who can turn printed symbols into sounds and words quickly and accurately, a process called decoding. When a child doesn't understand word meanings and referred-to realities, being good at sounding out words is a dead end. In order to become better at reading with understanding, the child has to be able to read with understanding. The spoken and the unspoken taken together constitute the meaning. Without this background knowledge, a child cannot understand the text. Comprehending a text depends on knowing the meanings of most of its words.

An adequate early vocabulary is critical for later reading achievement. The earlier children acquire a large vocabulary, the greater their reading comprehension will be in later grades. Vocabulary growth is a slow process that gradually accumulates a very large number of words and, therefore, must be fostered intensively in the earliest grades if we are to bring all children to proficiency in reading as quickly as possible. Vocabulary in second grade is a reliable predictor of academic performance in 11th grade. The biggest contribution to the size of any person's vocabulary must come from the printed page because print uses a greater number of different words than everyday oral speech does. Word learning takes place most efficiently when the reader or listener already understands the context well. An optimal early reading program will exploit this characteristic of word learning by ensuring that the topics of class read-alouds, independent reading, and discussion are consistent over several class periods, so that the topic will become familiar to the students and thus accelerate word learning. No one learns the same number of words every day, week, or year. If a student who is behind in word knowledge can be brought to know 90 percent of the words that she hears and reads in school, then she can pick up new words at a faster rate than the advantaged student. The vocabulary heard in school is potentially richer than the vocabulary heard outside school. Oral speech tends to use a smaller vocabulary than written speech. Almost all of the rare words that we know have been gained from print—print that we read silently or that is read aloud to us. If school conditions provide enough context familiarity to speed up the learning of these rarer words for all groups, then the relative gain by the disadvantaged groups will be greater and the gap will be narrowed. Reading achievement will not advance significantly until schools recognize and act on the fact that it depends on the possession of a broad but definable range of diverse knowledge.

Most reading activities that teachers and parents engage in with young children have been shown by research to be beneficial. If we ask students to repeatedly endure lessons and exercises on "main idea" and "prediction" and "inferencing" instead of using that time to familiarize them with important content, are we using the time as well as we could? Language arts are getting the time that in the past may have been allotted to history, science, and the arts. Yet those neglected subjects are ultimately among the most essential ones for imparting the general knowledge that underlies reading comprehension. Where schools spend 90–120 minutes per day on reading throughout the elementary grades, it leaves at least an hour per day that could be devoted to imparting the language and world knowledge that is most important for competence in listening, talking, reading, and writing. Substantive topics in literature, history, the arts, and the sciences are deeply interesting and highly engaging to children. In trying to make all students proficient readers and writers, there is no avoiding the responsibility of imparting the specific knowledge they will need to understand newspapers, magazines, and serious books

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directed at the national language community. There is no successful shortcut to teaching and learning this specific knowledge. This program will bring reading programs into the school that are much more absorbing, enjoyable, and interesting than the programs offered to students today. When children are offered coherent, cumulative knowledge from preschool on, reading proficiency is the result. Studies show that the long-term gain in starting early is greater for disadvantaged than for advantaged students. Effective use of school time is especially important in all areas of learning connected with the advancement of language comprehension. When a lot of learning is going on in school, the proportion of the academic knowledge gained in school increases and the proportion gained outside school decreases. When students are learning many academic things in the classroom, it will narrow the academic gap because disadvantaged students are more dependent on schools for gaining academic information.

District instructional specialists work with the Area Director for Elementary Education to identify the lowest quartile of students in each school after the state assessment results are evaluated. The Area Director works with school leaders to recommend that the best teachers be placed with the most fragile students. Prior to these meetings, each school leader reviews the six Marzano domains of each teacher's evaluation to determine which teachers are most effective, along with identifying the teachers who require additional training. Based on all the data presented, the Superintendent makes appropriate staff adjustments placing strong leaders with the highest need schools and students. School leaders make appropriate assignments of staff to lead the instruction of their most fragile students. Once district leadership has ensured effective staff are assigned, the instructional specialists work directly with school leaders, classroom teachers and instructional specialists to share and model research-based strategies designed to impact individual student achievement. Instructional specialists and the Area Director visit the school regularly and work to continually provide technical assistance on the use data to make decisions about strategies for reaching the most fragile students, especially in reading. Data analysis helps identify the best interventions to reach students, including strategies for RtI/MTSS and PBL. Resource teachers are provided technical assistance by instructional specialists via modeled lessons and use of appropriate intervention resources. Common planning and professional learning communities (PLCs) are used to effectively reach the most fragile students, especially those with the largest achievement gaps.

All teachers with student subgroups, including Exceptional Students (ESE), English Learners (EL), and Migrant students, are provided with appropriate strategies to meet the needs of these students. ESE students make up a large part of the lowest quartile of students, especially in reading. Strategies of MTSS to serve different tiers of students are implemented and infused into all district education programs. The ESE Director and staff ensure the district is meeting all the required accommodations and is still giving these students the best chances to reach proficiency through inclusion.

The district envisions that all students are nurtured to become academically proficient, emotionally tooled, socially adept, and civic responsible members of a global society. This project will help the district to create a more efficient school system, which maximizes educational opportunities for all students, the district has reconfigured its schools; beginning the 2017-2018 school year to better meet the needs of students, teachers, and staff for improved efficiency in meeting the district's vision. Toward this end, the district's goals are to:

- (1) meet the needs of all learners
- (2) ensure that every student reaches his or her full potential
- (3) ensure that graduates are prepared for life, learning, and leadership as they enroll in college and/or enter the workforce.

One of the purposes for reconfiguring the district was to reduce overall cost of operating schools for improved efficiency, which will allow the district to increase availability of funds and redirect funds for increased investment in employees, particularly teacher salaries in order to attract and retain highly qualified teacher. This strategic move aligns with the district refocus efforts for high productivity and impact on performance. A residency program is a forward-thinking step in the district's ability to build capacity for recruiting and retaining teachers for improved student achievement. By offering an

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innovative approach to recruiting and retaining high-quality teachers who are adequately prepared to work in a rural school district and are committed to increasing student achievement gains, the residency will serve as a model for rural districts to gain and sustain a competitive advantage related to increasing current and prospective teachers “levels of knowledge, skills, abilities, and social assets” (*Marimuthu, Arokiasamy, & Ismail, 2009, p. 2*). The vision for high-quality instruction in GCPS starts with the end in mind, which is student achievement. GCPS via a comprehensive approach to improved student learning, which is standards-based, data-driven, as well as research and evidence-based, help the district to envision that all students will be prepared for success in a rapidly changing, diverse, global society through a variety of educational opportunities.

**Item 7:** Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic standards and character standards.

Instructional Design and Lesson Planning training for GWM will apply concepts from human development and learning theories; leaders will be taught to maintain a student-centered, safe, organized, flexible, and collaborative learning environment; how to engage and challenge instructional delivery and facilitate to support identified student needs; using data from assessments to make instructional decisions to match learning objectives with mastery; collaborating with home and community to support student learning and continuous improvement; and maintaining professional responsibility and ethical conduct holding educators to a higher moral standard.

The district and Instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. Even though the district is primarily a minority district, the typical achievement gaps between minority and non-minority students are not as prevalent and are continuing to narrow. The district hopes that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups.

The project is designed to build the capacity of pre-service personnel, parents, and professionals with specialized knowledge to enhance literacy outcomes. In order to improve supports and services for young children from culturally and linguistically diverse backgrounds, the project will support at least 10 teacher trainees each year to complete coursework toward certification and/or degree to serve at GWM; provide all teachers at the school with in-service trainings each year; and 100 parents. Training will build capacity to implement, evaluate, and disseminate highly effective evidence-based practices. The project will engage trainees in specialty courses and cross-disciplinary professional learning in a competency-based model to build knowledge and skills essential for literacy personnel highly qualified to address the needs of at-risk children.

The project’s inputs include: a) advanced coursework in literacy development and disorders integrating culture, disability, and poverty; b) rigorous practicum experiences with guided practice and feedback; and c) cutting edge research, enhanced through colloquia with university faculty and national experts. The project design includes a blend of experts in a multifaceted mentorship model with faculty, national consultants, and partnerships. Trainings will be evaluated through a competency-based model mapped to project components. The project will produce a highly qualified cadre of personnel to implement and enhance the outcomes of students.

Training and matching resources will be used to design and deliver solutions to three pressing challenges:

- Building stronger and more reciprocal relationships between the school and educator preparation programs to recruit and retain qualified, certified teachers and school leaders.
- Improving quality of current educator practice aligned to educator standards and school improvement plans.
- Reducing achievement and opportunity gaps for high need students.

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Training will benefit teachers in at least three ways:

- Better alignment of educator evaluation system and professional learning supports for differentiated professional growth and advancement
- Enhanced school leadership capacity to advance school improvement process
- Sustainable “grow your own” teacher and school leader talent pipelines

Training will enhance the human capital management system by:

1. Improving the Evaluation and Support System that (i) reflects clear and fair measures of performance based in part on demonstrated improvement in academic achievement; and (ii) provides ongoing, differentiated, targeted, and personalized support and feedback for improvement.
2. Trains and supports school leaders in how to observe and evaluate teachers performance and instruction
3. Implements a differentiated salary structure, which may include bonuses and stipends.
4. Improves the district’s system and process for recruitment, selection, placement, and retention of effective teachers and school leaders.
5. Institutes career advancement opportunities characterized by increased responsibility and pay (e.g. align incentives and professional learning supports, career ladders)

By working collaboratively, the school will have a better capacity to promote positive communication and engagement of teachers and school leaders and solidify productive relationships with educator preparation providers.

**Item 8:** Explain the strategies the school district will implement to identify, recruit, retain, and reward instructional personnel.

The ultimate goal of the district is not to recruit and retain effective teachers, but to improve student learning and educational opportunities. Therefore, recruiting and retaining effective teachers is considered a potential means to that end. In order to make the district more competitive when it comes to identifying, recruiting, retaining, and rewarding instructional personnel, specific goals for attracting and retaining an instructional work force will be centered around specific goals and objectives as outlined in Teachers Matter: Attracting, Developing and Retaining Effective Teachers (2011):

### **Goal 1: Improve the Image and Status of Gadsden County Public Schools**

Objectives:

- Make the district a more attractive and competitive choice by enhancing its image through general campaign in the media, which includes promoting the achievement of schools, teachers, and students.
- Build stronger links between schools and community to enhance the status of teaching.
- Promote the benefits of teaching to under-represented groups (e.g., males and those of minority and cultural backgrounds), which match the diversity of the students and families being served by the district.
  - Promoting positive teacher role models from these backgrounds
  - Correcting misconceptions responsible for negative views of teaching and the district
  - Disseminating information about the district and teaching to these groups.

### **Goal 2: Improve Teaching Salary Competitiveness**

Objectives:

- Develop special programs and incentives (e.g., fee waivers to attract, continuing education scholarships, salary bonuses, etc.) to attract people into teaching and teachers for high need areas (mathematics, science, ELL, reading), and recognition of work and/or educational attainment for teachers.

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- Develop a scaffolding process for raising teachers' salaries across-the-board and target larger salary increases to key groups, such as new teachers to maximize cost-effectiveness.
- Provide flexible working opportunities, such as part-time teaching to attract hard-to-fill subject specific vacancies, as well as job exchange with industry.

### **Goal 3: Expand the pool of potential teachers**

#### Objectives:

- Leverage university partnerships to ensure field practice placements of pre-service students are in high-needs schools, providing extensive and high quality classroom student support.
- Establish a unique, high quality and consistent program for individuals with relevant experience outside education by enabling suitably qualified candidates (able to obtain temporary certificate) to start working and earning while completing teacher-training qualifications (professional certification) through university partnerships to allow transition to teaching within a specified time frame.
- Create a feedback loop between university partner faculties and schools to address out-of school issues that affect recruitment of their graduates.
- Promote retired/former teachers as “Retirees as Treasures” by keeping them informed about educational developments within the district and/or schools and target them as potential mentors for new and/or teachers deemed ineffective.
- Develop a grow-your-own structure aimed at the identifying high school students and/or others with an in interest teaching through a teacher residential partnership program with university partners, which addresses the recruitment and retention of a local teaching force as a long-term process.

### **Goal 4: Improve Hiring Practices**

#### Objectives:

- Change hiring processes to ensure teachers are hired earlier in order to compete with other higher paying districts.
- Include, as part of the hiring process, information rich documents about the district, as well as school specific documents.
- Provide incentive schemes to recruit teachers with high-level competencies.
- Create a cohort model, such as Teach for America by creating a critical mass of teachers who are responsive to the challenge of high-need schools.

### **Goal 5: Ensure that evaluation systems allow for differentiation between effective and less effective teachers, as well as ways for teachers to share their expertise and experience more systematically.**

#### Objectives:

- Improve the effectiveness of current teachers with feedback, support, coaching, and a focus on classroom environment and relationships with students.
- Restructure the professional learning of teachers to be school-based and school-need specific augmented with district-wide professional learning.
- Provide release time for teachers who are discouraged (or deemed ineffective) with opportunities to see successful teachers with their students.
- Provide release time to teachers who are consistently effective to model and teach specific practices to less effective teachers.

### **Goal 6: Strengthen Teacher Retention Efforts**

#### Objectives:

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- Identify district and/or school-level mentors teachers who can provide guidance and supervision to new teachers in close collaboration with university partners.
- Monitor resources dedicated to induction, mentoring, teacher development programs/activities carefully to ensure and the quality consistently meets the specific and identified needs of teachers and/or schools.
- Restructure professional development to encompass the following strategies:
  - Entitlement-based, providing teachers with agreed levels of time release and/or financial support;
  - Incentive-based, recognizing participation in professional development as a requirement for salary increases or taking on new roles; and
  - School-based, linking individual teacher development with school improvement needs.

### **Goal 7: Make Reward Mechanisms More Flexible**

Objectives:

- **Expand incentives and policies to redistribute the instructional workforce with salary or stipend allowances focused on:**
  - Making high needs schools attractive—increasing the incentive for teachers to teach in high needs schools (e.g., failing and/or turnaround schools).
  - Increasing the district’s ability to attract out-of-county teachers by providing transportation incentives to teachers traveling long distance to teach in district, with minimum mileage requirements.
  - Providing scholarships and/or forgivable loans for teachers to upgrade their content and pedagogical skills through enrollment in graduate and/or graduate certificate programs, prioritizing for teachers who teach in shortage areas.
  - Providing reimbursement for moving expenses or housing assistance.
  - Combining pay incentives with improved working conditions.
  - Combining pay incentives with “cohort” assignments.

## **B. Correlation Between Whole-School Transformation Model and District-Managed Turnaround**

The evaluation process for this application will consider how this model correlates to the strategies and activities listed in the TOP-2 document.

**Item 9:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address all of the Areas of Assurance.

Turnaround Strategies include the following six approaches:

1. **Diagnosis** – must be quick, honest, personal, data-driven, built on leader strengths and shortfalls and determine the composition of the turnaround team.
2. **Targets** – are set and owned by the principal – not just handed down as a mandate; are doable with ‘stretch’ commitments – not just hopes; convene and drive teams; and push for academic achievement – not peripherals
3. **Message** –conveys a personal ‘brand’; counters current perceptions and dynamics; prompts energy, urgency, and action; and goes from informing to persuading.

### Turnaround Option Plan –3

4. **Data use** –translates information to useful insight for teaching and learning; identifies what is needed to hit the target and track progress toward it; shows performance differences among classrooms and students; and identifies specific skills and strategies to be addressed
5. **Alignment** – invents assets beyond the obvious; harnesses resources such that they aim directly at the target; excludes anything not on a direct path to hitting the target; and exchanges what is not a resource for what is
6. **Successful classrooms** – spends time where it counts most – in the classrooms; provides help to teachers in critical areas; gives immediate and useful feedback; and generates ideas and actions out of successful practices.

Leadership is the primary strategy that will reduce/eliminate internal systemic barriers and address the needs of the school. Turnaround leaders in the turnaround team at GWM include the following six characteristics:

1. **Energy** – they have the stamina and staying power and are able to get a second wind when necessary; they are enthusiastic and optimistic; they have a passion for achievement; and they are able to motivate others with forward momentum.
2. **Bias to act** – they are focused on solutions; they have a sense of urgency; they are opportunity driven; and they are impatient with just another plan, meeting or committee.
3. **Results Oriented** – they are outcome-based rather than process-based; they need to see achievement more than get power or affiliation; they have clear and compelling targets set for success; and they are able to get and use performance data
4. **Personal Responsibility** – they take more than their fair share of responsibility; they acknowledge errors and mistakes as a basis of learning; they focus on personal as well as group responsibility; and they look to internal more than external causation
5. **Inclined to teams** – they see creation, not agreement; they form teams from differences, not just from the like-minded; they share credit as well as information; and they encourage solutions that meet outcomes
6. **Educational Know-how** - they know how to create effective learning in classrooms; they are educational leaders more than administrators; they have strong diagnostic and development skills; and they are effective at applying curriculum and tools for learning.

The proposed residency project, through a cohort model, will also reduce the barriers of not having a pool of highly qualified teacher candidates to lead lower performing schools to turnaround. It will rigorously recruit teacher residents who demonstrate high potential for becoming an accomplished and high quality teacher, as well as teacher leader. These cohorts will receive targeted academic clinical practice developed around a “medical model” of in-classroom mentor/coaching and professional learning with a support system consisting of university faculty, school administrators, other teacher candidates/residents, mentor teachers, as well as pedagogical and subject area coaching from residency partners. The selection process will include priority for minorities and individuals from high need occupations (e.g., STEM areas, bilingualism) who represent the demographics of the school sites in which they will teach and who represent the diverse population of the district, as well as those who are underrepresented in the teaching profession. Given these characteristics for the targeted teacher residents, the clinical experience will include in classroom practice-based training, which has the highest potential for effects on student achievement. The clinical components will be developed around the NCTR Standards for Effective Teacher Residencies:

- (1) Competency Area II: Residency Development,
- (2) Competency Area III: Residency Year Experience, and

### Turnaround Option Plan –3

#### (3) Competency Area IV: Graduate Impact, aligned to the Florida Educator Accomplished Practices.

The residency program that will begin with this project will be a five-year program that includes a 2-year Master’s degree. The program will consist of a three (3) tiered program approach for selecting teacher residents, who meet Florida’s licensure structure and standards for teaching. The two-year (online) Masters in Curriculum & Instruction is followed by three years of post-residency support.

**Item 10:** Summary of how this model correlates to the strategies and activities listed in the district-managed turnaround plan submitted in the TOP-2 document.

Turnaround not only dramatically increases student proficiency, but also increases the depth of structural capacity and behavioral improvements that allow the positive changes to continue beyond the formal partnership of the school and its community. Turnaround will allow the district to gain a new level of expertise and strategic support for the entire district, school leadership, teachers, and the communities that make up the schools and district. Strategies and activities in the DMT TOP2 plan for GWM include operating at a granular level of change versus a large systemic one. The best turnaround partners are ‘boots-on-the-ground’, not a team of outsiders solely focused on structural change. The turnaround strategies and activities coordinated in this plan and the DMT TOP2 plan for GWM will have the expertise and fresh ideas to bring to the table and support the school to create a vision of change. Creating a clear tie between the work in the schools and the work with and in communities that surround each school support the idea that an investment in education must include an investment in school communities. Joint ownership of what happens in schools guarantees success. Alignment of resources and results will be combined and coordinated between this project and the DMT TOP2 for GWM with a focus on student achievement. Effective turnaround strategies will capitalize on strong partnerships for turning around the school. Investing in these partnerships will differentiate the school’s strategy from the outset, energize its community, promote new thinking and generate investment from educators, policy-makers, and philanthropy. This project is not just an opportunity to get more money to support change but to begin to tell a story on a broader scale about how to make change happen in education in ways that haven’t been done before. The common thread in most failed attempts at school turnaround is that the district and school failed to invest in communities. The focus was on systems change rather than changes in proficiency and coordination between turnaround partners.

**Item 11:** Identify and describe the areas of assurance your district has the capacity to sustain after the Schools of Hope funding expires.



### Turnaround Option Plan –3

Engagement in turnaround will be a results-centered, time-bound, catalytic engagement that builds on rather than disregards local talent. Once engaged, the turnaround team will help the district seek out the talent that exists within the district and help the district build coherent structures to capitalize on that local talent. Partnerships with the community and school will help develop local talent so that the change they have catalyzed does not leave them. The turnaround team will think through solutions together instead of simply expecting the outside agencies to submit a set of deliverables for them. These collaborations will make outcomes stronger, build capacity and success that is locally owned, and enable the school to contribute their unique value together in ways that can create higher gains for the people and places they care about the most. Engaging in turnaround means being as specific as possible. For change to seed deep roots, the change agents and capacity must be owned at the school and community level. Research is clear that when change lies in the hands of outsiders it will most certainly leave when the outsiders leave. The best turnaround partners will be locally grown and will act as catalysts and supports rather than owners of a change. This project will provide both a level of support and a level of responsibility that the principal and district have struggled to provide with the required intensity over time. Community Sparkplugs will bring both immediate results to the community and build increased community capacity, confidence, and willingness to further school and community efforts. Proven strategies will enable immediate and incisive action and lead to dramatic increases in academic achievement. Leadership capacity-building will promote independence and locally-owned sustainable change. Effective interventions will reverse the factors that cause schools to fail. Confidence in what it takes will include the inevitable changes in resources and people necessary to sustain the effort. Relentless optimism will cause the school to serve its children better.

The residency program promises to build capacity and yield results that will extend beyond the initial grant-funding period, as its foundation rests on the NCTR program competencies for a high quality and effective residency program. Currently, the district spends upward of \$40,000/year for the recruitment, hiring, and support of each new teacher. On an annual (academic year) basis, the district hires between 40-70 new teachers per year, losing approximately 50% per year of those newly hired, resulting in a great loss in revenues and disruption to the learning environment. The intended long-term relationships of the residency program will increase the retention rates of teachers who are highly effective, while meeting the needs for high-need schools, which provides a continued return of the program's investment in the residency program and allows the district to tailor its hiring (redirect funding) of new teachers to the residency program. Likewise, engagement with other residency programs as part of the NCTR Network of residency programs will ensure that the project can be scaled to NCTR Standards, further centralizing the residency program as a model for redefining the way Florida prepares its teachers, particularly the way teacher preparation programs in the state view rural education. Moreover, the established partnerships will maximize connections and further bolster community support in order to create a sustainable and diverse funding based for the program through partner's collaborative initiatives, (e.g., endowments), which will encourage local businesses and state entities to recognize the residency as a viable model for rural education, thereby, providing program staff with access to connections for achieving funding goals. With its feet on the ground, the project will be looking to the future and sustainability efforts throughout each phase of the project. The project will use feedback and evaluation to determine how and if the program is on target to meet its initial goals by reviewing what worked, make modifications as needed, as well as what budgetary issues may have manifested. In this process, the program team (including partners) will refine goals with input, review program objectives and program design in order to establish a long-term model for sustaining the residency.

*By submission of this plan, the district verifies that this whole-school transformation model was developed in consultation with the school's principal.*

### Project Performance Accountability Information, Instructions, and Forms

**NOTE: The following pages are included in the RFP (DOE 905D) template and are to be completed by the applicant.**

The Florida Department of Education has a standardized process for preparing proposals for discretionary funds. This section of the RFP, Project Performance Accountability, is to assure proper accountability and compliance with applicable state and federal requirements.

**The Department's project managers will:**

- track each project's performance based on the information provided and the stated criteria for successful performance
- verify the receipt of required deliverables prior to payment

For projects funded via Cash Advance, the Department's project managers will verify that the project activities/deliverables are progressing in a satisfactory manner, consistent with the Project Narrative and Performance Expectations, on a quarterly basis.

**The Scope of Work/ Project Narrative** must include the specific tasks that the grantee is required to perform.

**Deliverables must:**

- be directly linked to a specific line item/cost item that in turn links to the specific task/activity/service
- identify the minimum level of service to be performed
- be quantifiable, measureable, and verifiable. *(how many, how often, duration)*. Effectiveness *(a method demonstrating the success such as a scale goals to be attained is necessary)* Evidence or proof that the activity took place. *Examples of deliverables: documents, manuals, training materials and other tangible product to be developed by the project; training & technical assistance and the method of provision; number of clients or individuals served, the method of providing the service and frequency. Criteria for acceptance will vary based on the services being provided. Specific criteria will need to be developed by the program office, communicated to the provider, articulated in the deliverable form and will become part of the project award.*

The applicant must complete the information related to the required tasks to be performed and timelines/due dates for the respective tasks/deliverables consistent with the provided instructions. Per Chapter 215.971 F.S. financial consequences will be applied if the subrecipient fails to perform the minimum level of services required by the agreement. Unit cost is not necessary for each item but can be used to establish a methodology for reduction in the event minimum performance is not met.

**Project Performance Accountability Form**

**Definitions**

- **Scope of Work-** The major tasks that the grantee is required to perform
- **Tasks-** The specific activities performed to complete the Scope of Work
- **Deliverables-** The products and/or services that directly relate to a task specified in the Scope of Work. Deliverables must be quantifiable, measurable, and verifiable
- **Evidence-** The tangible proof
- **Due Date-** Date for completion of tasks

Scope of Work Tasks/Activities	Deliverables (product or service)	Evidence (verification)	Due Date (completion)
Identify designated person to lead the coordination of the school-community partnership who will maintain partnership and facilitate effective communication and collaboration	<ul style="list-style-type: none"> <li>• One coordinator will be hired (6300 110 in budget)</li> <li>• Documentation for advertising, interviewing and selecting designee</li> </ul>	<ul style="list-style-type: none"> <li>• Hired employee</li> </ul>	October 2017
Build community partnerships to enhance delivery of school-based services; fill in resource and service gaps based on school needs through a mutually established framework	<ul style="list-style-type: none"> <li>• At least 8 different partnerships developed that encompass a variety of partners to provide wrap-around services (6300 110 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Completed MOUs</li> <li>• Meeting agenda, sign-in</li> </ul>	November 2017
Establish a wrap-around team that includes school personnel, community based partners, parents, and other partners	<ul style="list-style-type: none"> <li>• One official turnaround team identified; presented to School Board for approval (6300 110 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• School Board approval</li> <li>• Meeting agenda, sign-in</li> </ul>	October 2017
Establish clear expectations and shared accountability for school and community partners aligned with district strategic plan and DIAP	<ul style="list-style-type: none"> <li>• Documentation of at least 5 clear expectations with persons accountable for implementing and timelines (6300 110 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment to DIAP and district strategic plan</li> <li>• Meeting agenda, sign-in</li> </ul>	September 2017 September 2018
Establish a framework and two-way communication plan to share progress and challenges and respond to feedback	<ul style="list-style-type: none"> <li>• Documentation of one logic model and one communication plan (6300 110 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Documents</li> <li>• Meeting agenda, sign-in</li> </ul>	November 2017
Establish process for reviewing and identifying high-quality services that leverage school and community resources; making sure services are provided by specialized personnel/providers	<ul style="list-style-type: none"> <li>• Documentation of one flowchart identifying process and services that will need to be provided with timelines and persons accountable (6300 110 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting agenda, sign-in</li> <li>• Flow chart</li> </ul>	November 2017

<p>Develop a consistent process for recruitment of community partners</p>	<ul style="list-style-type: none"> <li>• Written procedures for process of recruitment</li> <li>• Board approval of process (6300 110 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• School Board approval</li> <li>• Meeting agenda, sign-in</li> </ul>	<p>October 2017</p>
<p>Improve the image and status of GCPS</p>	<ul style="list-style-type: none"> <li>• Marketing campaign presented to community partners for review and approval</li> <li>• Board approval</li> <li>• Marketing plan implementation</li> <li>• This is part of community partnerships and n/a for budget</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing Plan</li> <li>• Media documentation</li> <li>• Posted documentation on website and shared with school stakeholders</li> </ul>	<p>May 2018</p>
<p>Conduct regular meetings with all stakeholders to build communication and best practices</p>	<ul style="list-style-type: none"> <li>• Monthly meetings with C/AT/community team for school</li> <li>• Best practices determined that will be implemented (6300 110 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting agenda, sign-in</li> <li>• Posted documentation on website</li> </ul>	<p>Monthly throughout the plan</p>
<p>Require SIP has a wrap-around school-community partnership</p>	<ul style="list-style-type: none"> <li>• SIP completed for GWM with services identified</li> <li>• Board approval</li> <li>• Required document and n/a for budgets</li> </ul>	<ul style="list-style-type: none"> <li>• Completed SIP with wrap-around services</li> <li>• Board approval</li> <li>• Meeting agenda, sign-in</li> </ul>	<p>September 2017 September 2018</p>
<p>Provide wrap-around support for out-of-school time learning, including after school, summer, and extended day learning opportunities</p>	<ul style="list-style-type: none"> <li>• Provision of instructional specialists for instructional support with timelines, schedules, and measures of success (6400 130 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation supporting services were delivered</li> <li>• Schedule of specialist</li> </ul>	<p>November 2017 start and throughout the plan</p>
<p>Provide a high quality, needs based professional learning system for the school and its personnel</p>	<ul style="list-style-type: none"> <li>• At least one training per month provided to schools</li> <li>• Weekly classroom walkthroughs</li> <li>• Weekly progress monitoring to ensure transfer of learning is taking place in classrooms</li> <li>• 6400 130; 6400, 6300, and 5100 330 and 730 in budget</li> </ul>	<ul style="list-style-type: none"> <li>• Training schedule</li> <li>• Documentation showing attendance at training</li> <li>• Travel reimbursement with documentation and agendas</li> <li>• Consultant payments</li> <li>• Specialist schedule</li> </ul>	<p>November 2017</p>
<p>Create a sustainable clinical and professional learning model for optimizing the effectiveness of instruction</p>	<ul style="list-style-type: none"> <li>• Documentation of one model for professional learning customized to the needs of GWM</li> <li>• (6400 330, 730, and 130 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Model</li> <li>• Meeting agenda, sign-in</li> </ul>	<p>February 2018</p>

<p>Create a teacher residency partnership with FSU and PAEC to prepare prospective teachers for the rigors of teaching in high needs schools</p>	<ul style="list-style-type: none"> <li>• One MOU with FSU and one with PAEC</li> </ul>	<ul style="list-style-type: none"> <li>• Signed MOU</li> <li>• Meeting agenda sign-in</li> </ul>	
<p>Establish a comprehensive professional learning plan for school leadership, teachers, staff, and community partners</p>	<ul style="list-style-type: none"> <li>• Learning plan developed to support learning model (6400 330, 730, 110 and 130 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Board approval of plan</li> <li>• Written plan on website</li> </ul>	<p>December 2017</p>
<p>Build teacher content knowledge and the skills to teach for comprehension and knowledge</p>	<ul style="list-style-type: none"> <li>• Conferences and training experiences – on site and away from site; during work hours and after work hours to build content knowledge (6400 130, 110, 330, 730 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Trainings completed</li> <li>• Conferences attended</li> <li>• Travel reimbursements</li> <li>• Consultant contracts</li> </ul>	<p>Monthly training; conferences as offered and approved</p>
<p>Provide mentor teachers and instructional coaches to model good instruction and assist with data disaggregation and its use in driving instructional decisions</p>	<ul style="list-style-type: none"> <li>• Weekly support in the classroom with instructional specialists</li> <li>• Daily support on site from leaders and mentors (6400 130, 6300 110 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Specialist schedule</li> <li>• Area Director schedule</li> <li>• Classroom walkthroughs</li> <li>• Mentor meeting notes</li> <li>• Modeling experiences</li> </ul>	<p>Weekly throughout the plan</p>
<p>Provide professional learning and support for vocabulary and comprehension in reading curriculum</p>	<ul style="list-style-type: none"> <li>• Training for vocabulary instruction provided at least two times a year (embracing new teachers and teachers in needs of improvement)</li> <li>• Training for vocabulary instruction provided at least two times a year (embracing new teachers and teachers in needs of improvement)</li> <li>• Weekly progress monitoring (6400 130, 110, and 330/730 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Training documents</li> <li>• Conference documents</li> <li>• Travel reimbursements</li> <li>• Log of monitoring services</li> </ul>	<p>December 2017 May 2018 December 2018 May 2019</p>
<p>Create and facilitate PLC and common planning on the campus</p>	<ul style="list-style-type: none"> <li>• Weekly faculty meetings</li> <li>• Weekly PLC and/or common planning meetings (5100 122, 201, 220, 240 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>• Log of faculty meetings</li> <li>• Log of PLC meetings with agenda and minutes and sign in</li> </ul>	<p>Monthly during project years</p>
<p>Train leaders on how to observe and evaluate teacher performance in an objective fashion that has strong inter-rater reliability</p>	<ul style="list-style-type: none"> <li>• One training in Observation/Observe 360</li> <li>• One training in deliberate practices</li> <li>• Assignment of training in Edivate as necessary to support teachers and staff who need more training</li> </ul>	<ul style="list-style-type: none"> <li>• Training documents</li> <li>• Usage documents from Edivate</li> <li>• Reflection documents from Edivate</li> </ul>	<p>November 2017 November 2018</p>

<p>Expand the pool of potential teachers</p>	<ul style="list-style-type: none"> <li>On-site training for inter-rater reliability facilitated by Area Director (6400 130, 110, and 330/730 in budget)</li> <li>Verified pool of qualified candidates</li> <li>Documentation presenting pool to school leadership</li> <li>Documentation of leadership choosing from pool (n/a for budget)</li> </ul>	<ul style="list-style-type: none"> <li>Consultant contract</li> <li>Invoices/payments for training</li> <li>Personnel records</li> <li>Hiring documents</li> <li>Personnel documentation of pool</li> </ul>	<p>December 2017 August 2018</p>
<p>Improve teaching salary competitiveness</p>	<ul style="list-style-type: none"> <li>Creation of salary schedule with increased salaries – similar to surrounding communities with similar demographics, especially for beginning teachers (n/a for budget)</li> </ul>	<ul style="list-style-type: none"> <li>Salary schedule</li> </ul>	<p>October 2017 August 2018</p>
<p>Improve hiring practices</p>	<ul style="list-style-type: none"> <li>Written procedures for hiring</li> <li>Process overseen by FADSS (n/a for budget)</li> </ul>	<ul style="list-style-type: none"> <li>FADSS report</li> <li>Written procedures</li> </ul>	<p>March 2018</p>
<p>Ensure evaluation systems allow for differentiation of effectiveness and shared experiences systematically</p>	<ul style="list-style-type: none"> <li>Evaluation document reviewed and changed per DOE approved process</li> <li>Changed document on Observation 360</li> <li>Changed document made available to public via website (6400 130; 6300 110, and benefits)</li> </ul>	<ul style="list-style-type: none"> <li>Document on website</li> <li>Document upload in Observation 360</li> </ul>	<p>November 2017 November 2018</p>
<p>Strengthen teacher retention efforts</p>	<ul style="list-style-type: none"> <li>Retention documentation of effective teachers (5100 120 and benefits in budget)</li> </ul>	<ul style="list-style-type: none"> <li>VAM</li> <li>Staffing schedules from year to year</li> <li>Transfer documents</li> </ul>	<p>October 2017 September 2018</p>
<p>Make reward mechanisms more flexible</p>	<ul style="list-style-type: none"> <li>Develop MOU with bargaining unit to provide rewards and differentiated performance pay for school (5100 120; 6400 130; 7700 160; 5100 150; in budget plus benefits)</li> </ul>	<ul style="list-style-type: none"> <li>MOU</li> </ul>	<p>November 2017 Renewal November 2018</p>
<p>Train parents in modeling educational skills, on the skills necessary to assist their child in their educational pursuits, and on skills for dealing with misbehavior and other critical factors impacting behavior</p>	<ul style="list-style-type: none"> <li>Workshops held at least monthly with parents dealing with standards, behavior, and other health/social factors (6300 110, 6400 130 in budget)</li> </ul>	<ul style="list-style-type: none"> <li>Meeting agenda, sign-in</li> <li>Workshop documents</li> </ul>	<p>Monthly throughout plan</p>

			implementation
Conduct regular evaluation of partnership effectiveness through a variety of measures	<ul style="list-style-type: none"> <li>External evaluation of partnership (6300 110 and rest n/a for budget)</li> </ul>	<ul style="list-style-type: none"> <li>Final evaluation report</li> </ul>	September 2018 September 2019
Develop Community Sparkplugs campaign and program – soliciting philanthropic funding for community-education initiatives	<ul style="list-style-type: none"> <li>Sparkplug campaign</li> <li>Philanthropic funding</li> <li>Evidence of campaign in community (n/a for budget)</li> </ul>	<ul style="list-style-type: none"> <li>Annual Campaign literature</li> <li>Annual Funding reports</li> <li>Pictures or other evidence of what was done in community</li> </ul>	May 2018 May 2019
Establish a plan for long-term sustainability based on needs assessment; identify and capitalize on financial assets of community partners to maintain a sustainable funding stream	<ul style="list-style-type: none"> <li>Sustainability plan with evidence of financial sustainability (n/a for budget)</li> </ul>	<ul style="list-style-type: none"> <li>Sustainability plan</li> <li>Funding records</li> </ul>	May 2019

*Note: Add additional lines if necessary*

FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Gadsden County School District - Yr. 1 SOH

B) DOE Assigned Project Number:

200

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	121	Certified Salary: Teacher incentives for recruitment, retention, and rewarding teachers: recruitment incentives up to \$5,000 per teacher (disseminated through starting salary increases) - up to 10 teachers; recruitment incentives for highly effective VAM teachers to transfer to school, up to \$5,000 in a one-time bonus at mid-year to ensure longevity with the program - up to 5 transfers; retention incentives for teachers reaching agreed upon proficiencies in MOU with bargaining unit, up to \$5,000 per teacher at completion of school year - up to 25 teachers; rewarding incentives for administrators for school reform and improved academic achievement, up to \$10,000 per administrator up to 3 administrators;	18.25	\$ 230,000.00				
6400	131	Certified salary for instructional coaches: Incentives for modeling effective teacher strategies, data analysis training and application to instruction; and work with development of content curriculum and assessments that are standards based and focused on diverse needs of students - up to \$5,000 per coach for 3 coaches maximum Aides: reward incentives for highly qualified instructional paraprofessionals supporting classroom teachers - up to \$1,000 each for up to 6 paras	0.81	\$ 15,000.00				
5100	151		0.3	\$ 6,000.00				



7700	161	Staff rewards for up to 20 support staff (food, custodial, office) for school moving to a higher grade - up to \$500 per employee	0.5	\$	10,000.00				
6300	111	Coordinator of community partnership - 1 person @ \$60,000 for coordinating partnership between parents, community, and school; linking community resources to school; and developing community unity	1	\$	60,000.00				
6300	210	Retirement at 9.5% for partnership coordinator	0	\$	5,700.00				
6300	220	FICA @ 7.65% for partnership coordinator	0	\$	4,590.00				
6300	230	Health Insurance @ \$5,600 for coordinator	0	\$	5,600.00				
6300	232	Life Insurance @ \$225 for coordinator	0	\$	225.00				
6300	240	Workers compensation @ 1.33% for coordinator	0	\$	798.00				
5900	126	Certified teachers - common planning time for PLCs after school hours to assist with development of curriculum and implementation of curriculum into classrooms - 25 teachers at least one time a week for 30 weeks at \$20 per hour	0	\$	15,000.00				
5900	210	retirement at 9.5% for after hour work	0	\$	1,477.50				
5900	220	FICA @ 7.65% for afterhour work	0	\$	1,147.50				
5900	240	workers compensation @ 1.33% for after hour work	0	\$	199.50				
5100	210	retirement at 9.85% for teacher incentives	0	\$	22,655.00				
5100	220	FICA at 7.65% for teacher incentives	0	\$	17,595.00				
5100	240	Workers compensation @ 1.33% for teacher incentives	0	\$	3,059.00				
6400	210	Retirement for coaches incentives @ 9.85%	0	\$	1,477.50				
6400	220	FICA for coaches incentives @ 7.65%	0	\$	1,147.50				
6400	240	workers compensation for coaches incentives @ 1.33%	0	\$	199.50				
5100	210	retirement for paras incentives @ 9.85%	0	\$	591.00				
5100	220	FICA for para incentives @ 7.65%	0	\$	459.00				
5100	240	workers compensation for para incentives @ 1.33%	0	\$	79.80				
7700	210	retirement for support incentives @ 9.85%	0	\$	985.00				
7700	220	FICA for support incentives @ 7.65%	0	\$	765.00				
7700	230	workers compensation for support incentives @ 1.33%	0	\$	133.00				

5100	330	travel to conferences for curriculum development and high poverty and differentiated accountability - up to 20 teachers 3 times at \$1,000 each	0 \$	60,000.00				
6300	330	travel for coordinator and school leadership to attend curriculum development, high poverty, and differentiated accountability conferences up to 4 times 3 at \$1,000 each	0 \$	12,000.00				
6400	330	travel for coaches to attend curriculum development, high poverty, and differentiated accountability conferences up to 3 coaches 3 times x \$1,000	0 \$	9,000.00				
5100	730	Dues and fees - up to 25 teachers attending conferences at \$1,000 total in registration fees for 3 conferences	0 \$	25,000.00				
6300	730	Dues and fees for up to 4 leaders (coordinator and school leader) to attend conferences at \$1,000 total in registration fees for 3 conferences	0 \$	4,000.00				
6400	730	Dues and fees for up to 3 coaches to attend conferences at \$1,000 total in registration fees for 3 conferences	0 \$	3,000.00				
6400	510	materials and supplies for training	0 \$	1,116.20				
			<b>D) TOTAL</b>	<b>\$</b>	<b>519,000.00</b>			



**DOE USE ONLY (Program)**

I certify that the cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes. Documentation is on file evidencing the methodology used and the conclusions reached.

**Printed Name:** \_\_\_\_\_

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FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Gadsden County School District - Yr. 2 SOH

B) DOE Assigned Project Number:

200

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
FUNCTION	OBJECT	ACCOUNT TITLE AND NARRATIVE	FTE POSITION	AMOUNT	% ALLOCATED to this PROJECT	ALLOWABLE DOE USE ONLY	REASONABLE DOE USE ONLY	NECESSARY DOE USE ONLY
5100	121	Certified Salary: Teacher incentives for recruitment, retention, and rewarding teachers: recruitment incentives up to \$5,000 per teacher (disseminated through starting salary increases) - up to 10 teachers; recruitment incentives for highly effective VAM teachers to transfer to school, up to \$5,000 in a one-time bonus at mid-year to ensure longevity with the program - up to 5 transfers; retention incentives for teachers reaching agreed upon proficiency in MOU with bargaining unit, up to \$5,000 per teacher at completion of school year - up to 25 teachers; rewarding incentives for administrators for school reform and improved academic achievement, up to \$10,000 per administrator up to 3 administrators;	18.25	\$ 230,000.00				
6400	131	Certified salary for instructional coaches: Incentives for modeling effective teacher strategies, data analysis training and application to instruction; and work with development of content curriculum and assessments that are standards based and focused on diverse needs of students - up to \$5,000 per coach for 3 coaches maximum Aides: reward incentives for highly qualified instructional paraprofessionals supporting classroom teachers - up to \$1,000 each for up to 6 paras	0.81	\$ 15,000.00				
5100	151		0.3	\$ 6,000.00				

7700	161	Staff rewards for up to 20 support staff (food, custodial, office) for school moving to a higher grade - up to \$500 per employee	0.5 \$	10,000.00				
6300	111	Coordinator of community partnership - 1 person @ \$60,000 for coordinating partnership between parents, community, and school; linking community resources to school; and developing community unity	1 \$	60,000.00				
6300	210	Retirement at 9.5% for partnership coordinator	0 \$	5,700.00				
6300	220	FICA @ 7.65% for partnership coordinator	0 \$	4,590.00				
6300	230	Health Insurance @ \$5,600 for coordinator	0 \$	5,600.00				
6300	232	Life Insurance @ \$225 for coordinator	0 \$	225.00				
6300	240	Workers compensation @ 1.33% for coordinator	0 \$	798.00				
5900	126	Certified teachers - common planning time for PLCs after school hours to assist with development of curriculum and implementation of curriculum into classrooms - 25 teachers at least one time a week for 30 weeks at \$20 per hour	0 \$	15,000.00				
5900	210	retirement at 9.5% for after hour work	0 \$	1,477.50				
5900	220	FICA @ 7.65% for afterhour work	0 \$	1,147.50				
5900	240	workers compensation @ 1.33% for after hour work	0 \$	199.50				
5100	210	retirement at 9.85% for teacher incentives	0 \$	22,655.00				
5100	220	FICA at 7.65% for teacher incentives	0 \$	17,595.00				
5100	240	Workers compensation @ 1.33% for teacher incentives	0 \$	3,059.00				
6400	210	Retirement for coaches incentives @ 9.85%	0 \$	1,477.50				
6400	220	FICA for coaches incentives @ 7.65%	0 \$	1,147.50				
6400	240	workers compensation for coaches incentives @ 1.33%	0 \$	199.50				
5100	210	retirement for paras incentives @ 9.85%	0 \$	591.00				
5100	220	FICA for para incentives @ 7.65%	0 \$	459.00				
5100	240	workers compensation for para incentives @ 1.33%	0 \$	79.80				
7700	210	retirement for support incentives @ 9.85%	0 \$	985.00				
7700	220	FICA for support incentives @ 7.65%	0 \$	765.00				
7700	230	workers compensation for support incentives @ 1.33%	0 \$	133.00				

5100	330	travel to conferences for curriculum development and high poverty and differentiated accountability - up to 20 teachers 3 times at \$1,000 each	0 \$	60,000.00				
6300	330	travel for coordinator and school leadership to attend curriculum development, high poverty, and differentiated accountability conferences up to 4 times 3 at \$1,000 each	0 \$	12,000.00				
6400	330	travel for coaches to attend curriculum development, high poverty, and differentiated accountability conferences up to 3 coaches 3 times x \$1,000	0 \$	9,000.00				
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			<b>D) TOTAL \$</b>	<b>519,000.00</b>				



**DOE USE ONLY (Program)**

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FLORIDA DEPARTMENT OF EDUCATION  
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:

Gadsden County School District - Yr. 1 SOH

B) DOE Assigned Project Number:

200

C) TAPS Number:

18A085

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
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7700	161	Staff rewards for up to 20 support staff (food, custodial, office) for school moving to a higher grade - up to \$500 per employee	0.5	\$	10,000.00				
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