

**STATE BOARD OF EDUCATION
Action Item**

July 17, 2017

SUBJECT: Review of Turnaround Option Plan for School District of Gadsden County

PROPOSED BOARD ACTION

Consideration of Turnaround Option Plan for Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.33, Florida Statutes

EXECUTIVE SUMMARY

Gadsden has one school that requires a new turnaround plan:

- Gadsden County High School (formerly West Gadsden High School)

Supporting Documentation Included: 2017-18 Turnaround Option Plan

Invited Presenters: Roger Milton, Superintendent, Gadsden County Public Schools; Isaac Simmons, School Board Chair; Hershel Lyons, Chancellor, K-12 Public Schools; and Melissa Ramsey, Executive Director, Bureau of School Improvement



Turnaround Option Plan – Phase 2

Gadsden County Public Schools

This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

Gadsden County High School 0071

(District-managed turnaround (DMT+) and external partner – TBD)

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

On April 4, 2017, the Gadsden County School Board voted to reconfigure several schools in the district, close two schools, and rename two schools. This decision was done in anticipation that there was a need for district-wide school reform and a need to consolidate resources to eliminate duplication and fragmentation of instructional programs. West Gadsden High School and East Gadsden High School grade 9-12 students were combined into one district high school. A new name for the school was approved by the School Board on May 30, 2017 and the school is now known as Gadsden County High School. It will retain the school number of 0071. At the end of 2015-2016 school year, data from the two school years (2014-2015 and 2015-2016) were analyzed. For a comprehensive needs assessment, see Appendix I; below is a summary of the pertinent data from the needs assessment that provides information to support the DMT+ option. Annually, an external consultant analyzes the district 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 evaluation includes a review of the DIAP, SIP, and Title I goals, strategies, and progress toward outcomes. The district has chosen to use this external review as its need assessment for the selection of a DMT+ option for the operation of Gadsden County High School. In addition to the review, an annual climate survey is done with parents, students, and teachers to evaluate the district school culture. Results of that review for the students of the combined school are also included.

ELA:

WGHS: overall school 19.4% proficient in 2016-2017 compared to 22.8% in 2015-2016

EGHS: overall school 21% proficient in 2016-2017 compared to 19% in 2015-2016

Average 20.2% proficient for both schools in ELA for 2016-2017 – trend over two years is fairly level

District average of grades 6-8 is 30%; state average is 53%; district average of grades 9-10 is 23%; state average is 51%

Civics for WGHS:

18% in 2016-2017 compared to 20% in 2015-2016 – trend over two years is falling; district average 47%; state average 69%

U. S. History:

WGHS: 29% in 2016-2017 compared to 16% in 2015-2016

EGHS: 46% in 2016-2017 compared to 20% in 2015-2016

Average 37.5% for 2016-2017 – trend over two years is rising; district average 35%; state average 67%

Grade 8 Science for WGHS:

n/a for 2016-2017 compared to 2% in 2015-2016 – trend over two years is not measurable

Biology:

WGHS: 18% in 2016-2017 compared to 51% in 2015-2016

EGHS: 16% in 2016-2017 compared to 11% in 2015-2016

Average 17% for 2016-2017 – trend over two years for both schools combined is falling (due to deep fall in WGHS students)

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Algebra I:

WGHS: 13% in 2016-2017 compared to 11% in 2015-2016

EGHS: 9% in 2016-2017 compared to 4% in 2015-2016

Average 11% proficient for both schools in Algebra I in 2016-2017 – trend over two years is rising district average (all grades/admin) 32%; state average (all grades/admin) 50%;

Geometry:

WGHS: 9% in 2016-2017 compared to 13% in 2015-2016

EGHS: 12% in 2016-2017 compared to 8% in 2015-2016

Average of both schools in 2016-2017 10.5%; district average (all grades/admin) 38% ; state average (all grades/admin) 45%

Student attendance rates (Skyward data reported on Survey) at West Gadsden: 98.94% for 2016-17; at EGHS it was 98.72%

Student absences over 10 days at West Gadsden grade 9-12 (only students who will transfer to GCHS): 44 students for 2016-17; at EGHS it was 89 students

Student suspensions out-of-school for West Gadsden: 353 occurrences involving 255 children in 2016-2017

Student suspensions out-of-school for East Gadsden: 456 occurrences involving 367 children in 2016-2017

The needs assessment for Gadsden County was completed through the review of historic state assessment performance, recent reading and math performance under the new standards for students from both schools who will be combined into one school, review of teacher professional development, and parent involvement.

District Support Assessment

This plan has included review of progress monitoring led by the district's turnaround office, the Educational Transformation Office (ETO), which has led the district turnaround effort in the district for the past five years providing technical assistance, site based modeling, data analysis, and direct instructional coaching in the classroom for teachers in focus and priority schools. During the process of planning for reconfiguration of the district schools, the newly elected Superintendent has also implemented a reconfiguration of district staff and departments. The former ETO is now being refocused into subject level instructional support teams under two district level Area Directors of Instruction (Elementary and Secondary). There will be instructional specialists in Reading, Math, and Science to support the district focus and priority schools. Instructional Specialists will be assigned to GCHS for 80% of the time, with the remaining 20% concentrating on vertical articulation between the two feeder middle schools. This equates to 4 days a week at GCHS and 1 day a week to be split between middle school assignments. Math and Reading Instructional Specialist qualifications are 3-5 years of teaching experience and highly effective VAM scores in math and reading; Science Instructional Specialist will have 3-5 years of teaching experience and highly effective evaluations since science does not generate a state VAM score. The reconfiguration has also included a grade level change for four schools to create specific feeder patterns from preK to high school with a focus on early learning in two preK-3 schools and a blended grade 4-8 focus for two middle schools.

Item 2: Rationale for the turnaround option(s) selected.

The district has selected the DMT+ option that is allowable under Florida Statute 1008.33 (4)(b)(5) Implement a hybrid of turnaround options set forth in subparagraphs 1.-4. or other turnaround models that have a demonstrated record of effectiveness. The outside entities being considered to assist Gadsden County with turnaround of Gadsden County High School that have a demonstrated record of effectiveness are The Rensselaerville Institute (a.k.a., School Turnaournd); The New Teacher Project (TNTP); and EdDirection. All three agencies are non-profit organizations with 10-20 years of experience creating teacher pipelines and training programs; evaluating and creating career paths for teachers and administrators; and partnering with schools in turnaround status all over the nation to effect school improvement and reform. The State Board has previously approved turnaround plans for other districts

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using TNTP; the Florida Department of Education (FDOE) is in discussions with School Turnaround to train all Turnaround Specialists to assist districts in turnaround; and EdDirection has considerable experience with Bill and Melinda Gates' Foundation and the Bush Foundation. Summaries of proposals are included in Appendix II in this document. Under these options, there are several focus areas essential to school reform that will be evaluated and prioritized: 1. Effective Leadership; 2. Academic Programs; 3. Community and Culture; and 4. Operational Activities. The selected agency will work collaboratively with district and school-level staff to diagnose the existing levels of talent employed at the school; help the district to develop a plan to maximize efficiency of the existing talent; make recommendations for employee moves to different positions that are better suited for their skill set; develop protocols and/or templates to use at the schools during turnaround; and/or make recommendations for replacement of positions critical to supporting the educational goals of the turnaround plan. Academic programs will be reviewed to ensure that there are clear standards, targets are established for improvement; the right people are collecting and reviewing the right data; ensuring that strong instructional materials are in place to meet turnaround goals; and ensuring that those materials are being used with fidelity. The selected agency will recommend any changes necessary to ensure academic programs are appropriate for the turnaround success. The selected agency will help the district facilitate sharing core values and building strong relationships between parents, the community, school leadership, and teachers. Avenues of two-way communication will be explored and recommended for systemic improvement of school culture. The selected agency will assist with identifying that the right players and strategies are in place to assist with the turnaround, including but not limited to financial priorities; collaborative systems; district staff support systems; professional learning community cycles; and that finances are prioritized to enhance recruitment, retention, and are available for strategic hiring of critical staff. The selected agency will assist the district in developing expectations, deliverables, and set progress monitoring schedules to ensure fidelity of strategic implementation and provide frequent opportunities to assess progress toward goals. The selected agency will report regularly to the Superintendent and School Board, involving them as change agents in the implementation of this option. If core instruction and interventions in reading, mathematics, and science are effectively implemented and consistently monitored, then student achievement will improve. Support for focus and priority schools will be provided through on-going professional development, coordination of targeted services, and monitoring of effective implementation of core instruction and intervention. This will empower the Principal and Assistant Principals with the skills necessary for improving school culture and student achievement. The district is considering embracing this option for at least three years so that the change can address systemic problems and ensure that district staff are able to build capacity necessary to sustain the effort. Discussions are also underway with the agencies discussing feeder pattern pathways that would include school reform for not only the high school, but also for the two middle school feeder schools (West Gadsden Middle School and James A. Shanks Middle School) and the lowest performing primary school (George W. Munroe Elementary). External partners are being asked to develop proposals that include this pathway so that improvement can be district-wide and address all the lower performing schools in one coordinated sustainable effort. Prior to the reconfiguration of schools in Gadsden, the Gadsden School Board proactively combined two lower performing schools on the East side of the county into one new preK-8 Magnet school. It concentrated reform at that school and the outcome three years later is that the school went from a triple "F" to an "A" under a dynamic school turnaround principal and her highly qualified staff. This is the same outcome the district is now seeking by using a feeder pattern for reform with its newly combined and reconfigured schools.

Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

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District Capacity and Support

Governance structure

The Executive Leadership Team (ELT) led by the Superintendent and Area Directors of Instruction, Direct Student Services, and Federal Programs along with the Director of Finance will be responsible for the implementation of the turnaround plan, in collaboration with Gadsden County High School principal and leadership staff and the selected external partner. The Instructional Leadership Team (ILT), which includes Curriculum and Instruction; Human Resources, Professional Development; Federal Programs; Parent Services; Transportation; Media and Technology (MIS/IT); English Language Learners (EL), Exceptional Student Education (ESE); Data/Assessment; and Finance, will assist the ELT in implementing the turnaround, reviewing supporting program implementation at the school, and making recommendations for re-prioritizing existing resources to fully support the turnaround effort at the high school and in its feeder pattern schools. All individuals listed have specific roles and responsibilities that make up the capacity of the district. The teams meet monthly to address needs and provide specific assistance to Gadsden County High School and its feeder pattern schools. The turnaround principals will be supervised by Area Director of Secondary Instruction, Dr. Sylvia Jackson. The direct supervisor of the Area Director of Secondary Instruction is Superintendent Roger P. Milton.

The district’s leadership team, consisting of the Superintendent and Area Directors of Instruction, Student Services, and Federal Programs meets monthly with the principal to review district and state assessments and problem solve collectively to support the school’s success and to overcome internal and external barriers that could impede school improvement. Personnel has prioritized the schools for staffing by sending candidates identified by the district to the principals for review before other schools. Once candidates are cleared by the district, the principal has the autonomy to select teachers based on their discretion. The district is collaborating with the Gadsden Educational Staff Professional Association (GESPA) bargaining unit to review faculty at the schools based on evaluation data and VAM performance for reading and mathematics to ensure the most committed and highest performing teachers serve students at the schools. Voluntary and involuntary transfers are being initiated to create faculties that could effectively raise student achievement. Plans for completion of transfers will be July 31, 2017. Transfers will be based on VAM data and principal evaluations. The principals are new to the schools, as are most of the school’s leadership teams (assistant principals and instructional lead teachers). This was done to give the schools a new start and to strengthen the school improvement plans and improve student achievement. In addition, the high school was allowed to recruit and hire a highly qualified and highly effective reading interventionist, Kimberly Cummings, to improve reading performance to assist teachers with maintaining safe and positive classroom and school environments. Kim was part of the turnaround team under this principal to raise Jefferson County Middle High School from an “F” to a “C”; she followed the principal to West Gadsden High School as a reading coach and was part of the team that raised that school grade from a triple “F” to a “C”. She most recently has been teaching in Albany, Georgia and serving as a reading coach and has been recruited back to be part of a proven effective ‘team’ to effect the turnaround of Gadsden County High School.

Policies and practices

What district policies will need to be reviewed and/or changed to support the turnaround school?

All district policies are being reviewed at the present time. Current proposals for revisions include the following:

3120.04 - EMPLOYMENT OF SUBSTITUTE AND PART-TIME INSTRUCTIONAL STAFF –language should be revised with specific limitations of time a substitute may be used as a temporary teacher in turnaround schools

1130 - APPOINTMENT, ASSIGNMENT, TRANSFER, AND PROMOTION OF ADMINISTRATORS
the language should be expanded to include assignment of administrators placed in turnaround

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3130 - APPOINTMENT, ASSIGNMENT, TRANSFER, AND PROMOTION OF INSTRUCTIONAL STAFF language should be expanded to include assignment of instructional staff placed in turnaround schools

The combined District Leadership Team (made up of the ELT, and ILT) has the following internal business practices (policies) and procedures in place to guide the school-based leadership team and provide direct support systems to Gadsden County High School and its feeder pattern schools:

Internal Policy (Business Practice) 1 – Hold Monthly District Leadership Meetings

Procedure for Internal Policy 1: The District Leadership Team (DLT) is scheduled to meet the last Thursday of each month to review the recommendations resulting from School Board meetings and to progress monitor the TOP schools in the areas of: Supportive Environment, Effective Leadership, Data /Student Achievement, Collaborative Planning and Teaching, Ambitious Instruction and Learning, and Family/Community Involvement.

Internal Policy 2 – Provide information and data for the Community Assessment Team (CAT) Meetings

Procedure for Internal Policy 2: The DLT will provide the appropriate data from the needs assessment results to the CATs for the purpose of allowing each community an opportunity to stay abreast of the progress made by the schools and be able to make informed recommendations for continual improvement.

Internal Policy 3 – Provide updates from TOP school to the ELT

Procedure for Internal Policy 3: The TOP school’s principal, school leadership team, school-based instructional specialists, and/or directors/content specialists will meet at least monthly to review/analyze progress of student achievement. The results of the meeting will be provided to the members of the DLT to assist with progress monitoring.

Internal Policy 4 – Monitor monthly reports on the level of progress each district department is making to support and assist the TOP schools in accomplishing and meeting their goals.

Procedure for Internal Policy 4: Each department represented on the DLT will provide reports on their responsibility related to assisting the TOP school. These reports will be shared with the ELT to provide additional support and next steps for the school.

Internal Policy 5 –Work collaboratively with the Bureau of School Improvement to monitor effectiveness of the implementation of Gadsden County’s TOP.

Procedure for Internal Policy 5: During this process, the DLT will meet with the Bureau of School Improvement to ensure that the district is supporting all of the initiatives identified with the TOP, School Improvement Plan, and District Improvement and Assistance Plan.

Internal Policy 6 – The District Leadership Team will implement “TOP Instructional Reviews” at each school to ensure initiatives are effectively being implemented and to support student achievement in all the feeder pattern schools.

Internal Procedure for Policy 6: The DLT will work collaboratively with the Director of the Bureau of School Improvement (BSI), the Regional Executive Director (RED) of the Northwest region, and other members of the BSI Team to visit the “TOP” schools once a semester to perform the Instructional Reviews.

Alignment and allocation of support and resources

What are you doing differently to provide continuous support for the turnaround school?

There will be instructional specialists in Reading, Math, and Science to support the district focus and priority

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schools. They will be assigned to GCHS for 80% of the time, with the remaining 20% concentrating on vertical articulation. This equates to 4 days a week at GCHS and 1 day a week to be split between middle school assignments. The specialists will provide specific and targeted support to the fragile school. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. The instructional specialists assist and provide support to teachers in the development of rigorous standard-based lessons via Professional Learning Communities and effective common planning. Instructional leaders at the district work with instructional specialists continuously to build and develop the skills necessary to successfully support classroom teachers in the areas of planning, delivery of instruction, differentiated instruction, data analysis, and digital fluency. The instructional specialists, in concert with the Area Directors of Instruction, will facilitate the common planning process, in which teachers will jointly plan, observe, analyze, debrief and refine classroom lessons to improve student outcomes. In addition, the team will facilitate effective professional development for principals, teachers, and interventionists at the site. Teachers are given an opportunity during faculty meetings to share instructional best practices. A part of the school's culture is to also provide opportunities for teachers to serve as models for specific content areas. Teachers are provided opportunities to observe colleague teachers during classroom instruction to acquire innovative instructional delivery through feedback and collaboration. Professional Learning Communities are also job-embedded in order to develop a culture of continuous improvement throughout the school. All teachers attend common planning prepared to discuss best practices in lesson delivery as well as developing and selecting higher level questions to incorporate into lessons for the week. Item specifications are reviewed to ensure targeted skills are addressed for each standard and are following district pacing guides. In efforts to close the achievement gaps, interventions are provided daily to all learners. From the data, students are profiled and placed into the appropriate intervention by the subject area specialist and the teachers. Assessment data will be collected and analyzed weekly by the school leadership team. The school leadership team, in collaboration with the instructional specialist and classroom teacher will determine appropriate interventions to be differentiated based on student need. Interventions takes place throughout the day through pull-outs guided by the instructional specialists. The students' progress will be closely monitored by instructional specialists and the school leadership team and additional adjustments will be made to the interventions as needed and recommended by instructional specialists to ensure ongoing progress and acceleration. Classroom teachers that may need support with specific standards and/or skills are also identified through this data analysis. Instructional support is assigned by the Principal to support specific teachers based on the data outcomes. The leadership team closely monitors weekly student products to ensure the rigor of the standard is being met. The administrative team develops weekly "look-fors" in order to facilitate instructional walk-throughs. One of the root causes of low proficiency can be attributed to teachers' limited understanding of the Florida Standards and the lack of rigor. In an effort to continuously assist teachers with Standards Mastery, the district will provide Standards Based Instruction professional development as recommended by the external partners. Implementation will be done by the district staff development coordinator. Instructional specialists continue to build capacity through modeling lessons for teachers, conferencing with teachers and facilitate teachers observing other teachers in order to strengthen areas of weaknesses. All instructional staff are be required to integrate research-based strategies within their respective areas to support and improve academic achievement. The district is committed to providing every student a world-class education that prepares them for college and careers in the 21st century. In order to accomplish this, it is imperative that the highest qualified teachers and staff are recruited and retained for sustainability. The Superintendent has pledged that if a candidate, especially in math, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. As a district, Gadsden County seeks teachers who are dedicated to the success of all students, particularly those in fragile schools; committed to producing quantifiable student achievement gains; and a willingness to persevere through the use of the problem solving model and turn challenges into opportunities.

Supportive Environment

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Gadsden County recognizes the importance of fostering a safe and supportive environment for students and families. Student attendance is not the problem as data supports that over 98% of students attend regularly. Supporting quality instructional programs, providing every classroom with a qualified and highly effective instruction, better monitoring the implementation of instructional programs through quality and appropriate assessments, and providing the school with a proven turnaround leader are the additional supports the district will provide with this plan. Behavior specialists from the Exceptional Student Education Department are assigned to each focus/priority school to provide ongoing social/emotional support to students. These specialists coordinate services from community agencies to meet the needs of the whole child and their families (i.e., health, social, emotional, physical, employment, training, etc.). They are advocates for students to solve barriers that hinder school success. Visiting teachers are assigned to do home visits when students who are not attending school regularly are identified by school leadership. Homeless outreach specialists connect homeless students and their families to community services and provide homeless students and unaccompanied youth with the access to a free and appropriate education without barriers. The district contracted its EL and Immigrant services with PAEC to align services for its next largest population with the regional Migrant Education program and maximize services without duplication of resources. Gadsden County continues to provide district support that focuses on behavioral expectations and aims to improve the character of the child beyond the school and into the community. Students are challenged to step up and take responsibility and are rewarded by summer employment and other employment opportunities during their high school years. Students are provided opportunities to self-assess, identify personal strengths and areas for growth, and set goals to continuously develop and improve their character. The character education program is an additional strand in curriculum of the district's 21st Century Community Learning Centers. By implementing a strong character education program, communities and schools mutually benefit. The district makes efforts to link students with adults on the campus who they can go to during the year for social and emotional support. Through the development of self-advocacy plans, goal-setting, small group mentoring, and personalized guidance and support, this helps the district to lay the foundation for academic success. Parents are strongly encouraged to become full partners in their children's education. The Parent Resources Center has implemented multiple ongoing mechanisms for engaging families and the community in school improvement efforts through a comprehensive and multi-faceted approach. The Parent Resource Center has markedly increased the number of partnerships with community-based organizations in order to create opportunities for parents to utilize community resources over the past several years. Community meetings are held regularly to discuss School Board initiatives and direction for its public schools. The Parent Resource Center conducts ongoing parent workshops, computer literacy courses and provides other parent, foster child, and homeless services and outreach to all parents in the various communities of Gadsden County. The Parent Resource Center empowers parents with information, resources, and services available through the school, the district and community-based agencies in order to encourage a family environment that promotes learning.

District Special Education staff have weekly MTSS/RTI meetings to review school based instructional focus and intervention groups. This team reviews data that links to instructional strategies needed by teachers and students after each quarter. The team also reviews progress monitoring data at grade level meetings with teachers after each administration of the district baseline, mid-year and end-of-year assessments. During the meetings, students who are not meeting/exceeding standards and those students at risk for not meeting mastery are identified and action plans are developed to address deficiencies. Professional development and resources necessary to improve instruction student performance, and assist with the socio/emotional well-being of the students are also identified and monitored to ensure consistent support. The district leadership team ensures that the core instructional and intervention programs are aligned to the Florida Standards by conducting an in-depth review of the scope and sequence of each curriculum alongside the established state standards. At the onset of the school year, teachers are provided with standardized test scores of students from the previous school year. Teachers used this data initially to determine their possible groups for differentiated instruction and identified academic deficiencies.

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Extended Time

The school day (per Florida Statute) is required to operate a minimum of 300 minutes per day (six 50-minute periods). GCHS will operate on a 350 minute day (seven 50-minute periods) to provide additional time during the regularly scheduled school day for intervention courses in core subject areas. As students are identified as needing additional assistance in reading, math and/or science, they will be placed into intervention courses/programs during the school day, in addition to their grade-level core courses. The program that will be used to support math and reading deficiencies will be Edgenuity MyPath. The program that will be used to support accelerated learning and credit recovery will be Edgenuity Content course selection. Reading deficiencies will be supported by a combination of Intensive Reading courses, blended learning in other core subject areas, national test preparation remedial coursework, and other resources that the turnaround leader determines are necessary to improve student proficiency. Instead of allowing students to freely register for elective courses, the focus will be on improving basic level skills of students as identified by data and then moving students on to electives after successful exit from the deficiency core area courses. In addition to carving out additional time during the school day, 21st Century Community Learning Centers will further support the most fragile learners three days a week for an additional 9 hours per week. These courses/programs support the district's area of focus for instructional programs and assessments. These targeted supports will improve student proficiency, when implemented correctly and properly assessed and monitored. The supplemental resources for the regular school day interventions will be provided from federal dollars. Dollars will not supplant the district's responsibility to provide a basic education or basic education resources. Dollars for after-hours support will come from supplemental federal dollars for afterschool programming. The district has high expectations of all students and teachers. It plans to and conducts frequent reviews of student progress with teachers to set differentiated goals designed to meet academic outcomes.

How will your support align to the specific needs of the turnaround school?

The district's focus areas are instructional programs, assessment, and leadership. Turnaround teams will be established at the school. The turnaround principal has a record of proven effectiveness turning around fragile schools. Her leadership team consists of three principals who have worked with challenging populations and have led their schools to make significant learning gains in academic subjects by mastering standards. One of the principals recently graduated from the Commissioner's Leadership Academy and brings five years of principal leadership to the school. The fourth person on the leadership team comes with a strong history of effectively implementing reading interventions through reading coach positions. This much stronger leadership team will effectively plan and monitor instruction to determine if the school is on track to meet academic goals. Together with the external partner, the school leadership team will identify school-level barriers and work collaboratively with the district to reduce barriers to the school's success. District support will focus on assessment, instructional programs, and leadership. Appropriate and rigorous assessments will be identified through a variety of sources including but not limited to Unify (Performance Matters), vendor Standards Mastery diagnostics, instructional specialist developed subject-area assessments, and review of other successful public assessments written by highly effective subject-area specialists in other Florida districts. Other vendor developed assessments will be investigated from companies like Northwest Evaluation Association (NWEA) to determine the cost effectiveness of using Florida developed standards assessments or going externally to purchase assessments. Instructional programs the district will use to support the turnaround school will be evidenced-based programs with a high degree of reliability and predictability for student mastery of standards (i.e., Edgenuity, Pearson Interactive Science, Gateway U.S. History, Khan Academy, Algebra Nation, etc.) Proactive leadership, evidence-based instructional programs, and standards-based assessments will assist the school leaders and instructional specialists in determining student needs and allow them to use data to drive instruction and make immediate adjustments to strategies and instruction necessary to reach goals. Highly qualified/certificated subject-area teachers, Instructional Specialists, and other support staff will assist students in receiving the support necessary to achieve higher academic proficiency. Federal resources are being reviewed with the Florida Department of Education (FDOE) to assist the turnaround school in meeting its needs for assessments, supplemental instruction programs, and other supplemental staffing. The Superintendent has

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sought support of senior leadership at FDOE and other legislative bodies to assist with prioritizing funding for the turnaround school and its feeder pattern schools. FEFP will be reviewed to see if there are other allocations and/or earmarks that can be prioritized to the turnaround school. All programmatic and financial resources will be aligned to reduce fragmentation and avoid duplication so that the necessary resources can be dedicated to the turnaround school.

Systems for review and monitoring

What system will the district put in place to monitor the effectiveness of your support?

The Area Director of Secondary Instruction, in collaboration with the Superintendent, the external partner, and other ELT members (a.k.a. the Turnaround Team for Gadsden County High School) are directly responsible for supervising the TOP principal, TOP leadership team, and managing the work of the district's instructional specialists. The Area Director will do site visits at least weekly and meet with members of the school leadership team on the campus to do progress monitoring. Assessments and instructional programs will be reviewed for their effectiveness in providing standards-based instruction and the rigor necessary to improve student achievement. Reviews of regular monitoring assessments will be done to determine progress. Classroom walkthroughs will occur weekly to review implementation of strategies and differentiated instruction. Review of standards mastered by students will occur at least once bi-weekly by the classroom teacher and instructional specialists assigned to that subject area. Data will be used to adjust interventions and/or differentiate strategies or instruction based on student needs. Review of data for fragile children will be part of regular weekly leadership team meetings to determine changes in instruction or strategy that may be necessary or reinforcement of standards. Common planning teams will meet weekly to review student data and determine if the subject area as a whole needs to change strategies or if individual teachers who are struggling with content knowledge or implementation of standards-based instruction need assistance or more training. A member of the school leadership team will be in every common planning team meeting to assist and report to the turnaround principal ways the leadership team or district can assist in providing support to individual teachers or subject-areas. The turnaround principal will call faculty meetings weekly to review progress of the school as a whole and to identify any needs from faculty or students that need support. The Superintendent will work closely with the Bargaining Unit to negotiate for flexibility of teacher hours to include more common planning time after the regular school day without incurring additional salary costs – as part of the salary differential on the pay scale for teachers recruited and retained at the school. The content-area instructional specialists will continue to provide specific intense services to the TOP school by offering job-embedded professional development for instructional programs and use of quality assessments, co-teaching and modeling experiences, collaborative planning, and the implementing the coaching cycle. The instructional specialist will monitor the subject-area teachers assigned to him/her to ensure that professional development and training are transferred to the classroom. The goal of the turnaround team is to support the implementation of all the turnaround strategies, with a targeted focus on standards-based instruction, assessments designed to measure standards, and evidence-based practices. The Area Director of Secondary Instruction is responsible for facilitating collaboration among the various departments within the central office and the school; monitoring progress; and for aligning expertise and resources so that instructional leaders and teachers at the school are adequately supported in the following areas:

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

School Capacity

Administrators

Desired experience and competencies:

Fully credentialed with School Principal certification and Masters in Educational Leadership; Proven experience improving student academic proficiency at a turnaround school.

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Recruitment and retention incentives:

Top of the scale pay for school principal on the salary schedule; operational flexibility; choice of school leadership team; flexibility in teacher assignments.

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

Recruitment and retention incentives?

Salary schedules are adjusted so incoming principals are placed at the top of the scale for turnaround schools. School leader end-of-year bonuses for improving school grade. Whole school bonuses (in addition to any school recognition dollars) for overall improvement of school grade – divided equally by all staff at the school, including food service, transportation, and custodial.

How does the district build the capacity of turnaround leaders?

The district offers opportunities to become part of the Commissioner Leadership Academy (Dr. Brian Dassler Academy) and opportunities to attend National and State Conferences featuring expert sessions about High Poverty, At Risk, Minority, and other related issues that align with and are comparable to the challenges in the turnaround school they lead. Every year, the performance of each school administrator is evaluated in three domains: 1. Student Growth Measures 2. Leadership Practice 3. Deliberate Practice, to ensure continuous improvement. A school leader who receives a rating of “Needs Improvement” or “Unsatisfactory” is issued an Individual Performance Intervention Plan (IPIP) to appropriately support the leader in specified areas of need. Through Leadership Development programs (based on recommendations from external partners), school site administrators are provided opportunities to participate in college level and professional level courses/training to strengthen their professional skills; and opportunities to meet with district leadership and instructional specialists to gain a deeper understanding of the standards and learn instructional best practices on how to provide appropriate feedback and support to teachers based on the identified needs. In addition, administrators are provided opportunities to participate in district and educational organization sponsored learning institutes and leadership conferences. Principals are provided mentorship through external partners and ongoing professional development. Highly successful principal leaders are assigned to new principal leaders to mentor and to share some of the strategies they have found to be successful. District Leadership Teams (consisting of district leaders, instructional leaders, and school administrators) are held monthly and provide an opportunity for school principals to share best practices, analyze data, reflect, do book studies, and collaborate with their colleagues. The purpose of this group is to build every principal’s capacity as an instructional leader. Classroom observations support principals in analyzing classroom instruction and defining structures of support. Several district leaders have successfully completed the Commissioner’s Leadership Academy and several focus principals are currently in the program. Principals are afforded operational flexibility with regard to the selection of members of the leadership team, site-based lead teachers and instructional specialists, community involvement, and behavior specialists. Principals have the flexibility to hold interviews for vacant positions within their school and hire candidates that best meet the needs of their school and who are a good fit for the school culture.

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

Gadsden County places responsibility for designing a district turnaround plan in the hands of the Turnaround Team in collaboration with the external partner and the principal of the turnaround school. The responsibility of implementing a school-level turnaround plan is a collaborative effort between the Turnaround Team, the external partner, the school’s principal, and teaching staff. The principal in the turnaround school is given the authority to implement a reform plan that is specific to the needs of the school and its students that is aligned to the District Improvement and Assistance Plan (DIAP). The principal is able to choose the school leadership team and recommend additional leadership staff for key positions. The principal is given the flexibility to hire staff and develop a team of teachers who are committed to positively impacting school improvement. No teacher will be placed at the school that has not met with the approval of the turnaround principal and other

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committed staff members who form the school leadership team. The principals will determine if a staff member is not supportive of their reform plan to implement turnaround strategies. Staff members who are not supportive of the reform plan will be removed from the school at the principal's request. The DLT, with school leader input, select district-wide initiatives to be used in every school. However, the principal at the turnaround school has flexibility to determine the school schedule, student groupings, additional interventions that support the district initiatives, and other instructional strategies. A primary focus of the turnaround principal is on building relationships and changing the school culture to build both teacher and student expectations. Resources that support the turnaround school include federal Title allocations, entitlement school improvement funds, career education and workforce funding, and school-shares of resources funded through the FEFP. The turnaround principal will be afforded access to these resources upon request of the Area Director and the Superintendent, in compliance with any funding limitations by program requirements (i.e., rank and serve for Title I; supplement not supplant requirements; specific allocations through school improvement grants). The turnaround principal's requests will be prioritized, as long as there are not funding or compliance limitations that would be breached with the approval of the request (i.e., rank and serve for Title I, limitations of budget line items, allowability, supplement not supplant, federal requirements, etc.)

What actions will the district take, if the school grade does not improve under the principal's tenure?

The district will allow the principal a maximum of three years to improve the school culture and student academic proficiency. After that point, the school leader will be replaced and the leadership team will be evaluated to determine if they are a good fit for the incoming turnaround leader.

Is the current principal the instructional leader necessary to bring the school grade up to a "C" or higher?

Yes, the turnaround principal has been recently placed at the school and is able to impact turnaround at the school.

Name of the principal: Juliette Fisher-Jackson

Start date at the school and with the district:

June 1, 2017 school start date; the new principal returned to the district from retirement but has a tenure with the district of over five years prior to return.

Selection process: senior leadership interview team that included sitting principal leaders and past School Board members; the interview team was facilitated by Florida Association of School Administrators (FASA) retired Superintendent Bill Vogel.

Extensive advertising: The position was advertised in local and regional venues, including PAEC, Career Source, FSU Career Center (JLD Program – job location and development), teachers-teachers.com; FAMU Career Center, and district website.

Leadership experience of turnaround principal:

- Bachelor's Degree in Psychology from Bethune-Cookman College
- Two Master's Degrees from the University of Florida (Psychological Foundations of Education and Guidance) and Florida A&M University (Educational Leadership)
- Florida Certification in the areas of Guidance & Counseling (K-12), Psychology (K-12), School Principal (all levels), and Middle School Endorsement
- 28 years of experience in public education and 4 years in corporate education
- Served as Educational Analyst with the Florida House of Representatives, Classroom Teacher, Guidance Counselor, Dean of Students, Assistant Principal, Principal and Associate Director of Teaching and Learning for the College Board
- During her two year tenure, with the College Board, Ms. Fisher-Jackson was responsible for

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restructuring the curriculum for failing high schools in the State of Florida (The Florida Partnership).

Evidence the leader has a proven track record of success in turnaround schools, or the unique qualifications to support the community

Gadsden County High School will now be led by a former turnaround principal who has improved a middle/high school from an “F” to “C,” a middle school from an “F” to a “C” and a triple “F” combination middle/high school from a “D” to “C”.

Whether other members of the leadership team were or will be replaced:

East Gadsden High School had a team of three Assistant Principals in 2016-17; the new Gadsden County High School will now have a team of four Assistant Principals – three former principal leaders from Gadsden County and one Assistant Principal from the 2016-17 leadership team who also served as the Reading Coach in 2015-16.

Educators

Recruitment and retention incentives

The Human Resource Department works closely with district and site leaders to support recruitment efforts in staffing. Recruitment efforts include, but are not limited to: hosting numerous recruitment events where focus and priority schools are strongly encouraged to participate and afforded the option to proactively select teachers through advanced hire commitments for existing and anticipated instructional vacancies; allowing focus and priority schools earlier access to qualified candidates in an effort to fully staff their schools; and partnering with local colleges and universities to provide interns for focus and priority schools. Recruitment efforts are extended by creation of pool applications on the district website so that there would be an ongoing pool of candidates to select from should a teacher decide to leave the school or the district earlier than the end of a school year; outreach to business partners and employment bureaus to market recruitment events/initiatives and promote instructional job opportunities; advertisements on national electronic platforms (e.g. teachers-teachers.com, teach.org); searching pools of retired highly effective teachers; seeking college and university partnerships that would provide adjunct instructors on the high school campus to teach critical subject areas and dual enrollment; providing scheduling that allows for outside specialists in national test prep to assist students in preparing for tests that result in concordant scores; developing relationships with local colleges/universities for non-education majors (STEM and other secondary subject area majors) encouraging them to consider teaching as a career; targeting second-career teachers and offering varying levels of support to get them highly qualified; providing year-long and summer training programs and resources for first year teachers to convert temporary certifications to professional certifications; providing virtual and site level resources to all teachers to improve their instructional knowledge and skills (School Improvement Network); and providing mentors to support Year 1-3 teachers to encourage retention, particularly at the schools where they are most needed. Every staff member at a school serving the Lowest 300 Elementary School students participates in the additional hour of instruction (Extended Day) and receives an additional hour of pay – this supplement incentivizes teachers to remain in our fragile schools and reduces turnover. In the summer of 2016, the School Board approved raises for every staff member, including a 6% raise to instructional staff and a 3% for non-instructional staff. This was the first raise in many years and provided incentives for retention of qualified staff. The Superintendent has pledged that if a candidate, especially in math, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. In order to recruit the highest qualified candidates to serve as instructional specialists, eligible teachers were screened and a select group of applicants were interviewed. In an effort to attract the highest qualified individuals, specialists receive a salary that exceeds the salary scale for a certified teacher. Through this process, we have been able to attract high-performing classroom teachers to serve as instructional specialists in turnaround schools. Title I funding is utilized to acquire content-specific school site specialists and provide them with additional stipends upon successful completion of academic outcomes at the schools they serve. Recruitment Partnerships are maintained with Florida State University,

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Florida A & M University, Flagler University, St. Leo University, Grand Canyon University, Tallahassee Community College, and local Career Source networks. Recruitment events in 2016-17 included, but were not limited to: Florida A & M Teacher Recruitment Fair; Florida State University Education and Career Fair; Valdosta State University Recruitment Fair; Flagler College Seminar; Career Source Capital Region Event; Gadsden County Job Fair; Great Florida Teach-In; Northwest Teacher Recruitment Fair; FFMT 17th Annual Teacher Recruitment and Professional Development Symposium; and Gadsden County School District Teacher Recruitment Fair and Transfer Day.

Professional development and coaching support provided by the district

Recruitment and retention efforts include assisting new teachers with the paperwork and assurances necessary to have educational loans forgiven, reimbursement of test costs for successful completion of subject area exams and coursework for endorsements (i.e., reading, ESE, ESOL); college-level courses through BEACON and PAEC at no individual charge to add professional credentials to their portfolio; reimbursement for the cost of attaching endorsements to professional certificates; stipends for attending professional development and other trainings and workshops to expand teacher skills and content knowledge; district level teacher induction programs [Alternative Certification Program, College of Education, Professional Educator Competency, PAEC New Teacher Academy (formerly proPEL)]; workshops in critical foundational topics; networking opportunities; webinars and web conferences; PAEC Teacher Recruitment & Retention Workgroups; and opportunities to attend trainings and conferences (all expenses paid) for special groups of educators (i.e., Music, PE, AP, IB, etc.).

Memorandums of Understanding (MOUs) regarding incentive pay and/or reassignment of teachers based on data

The district will work with the bargaining unit to implement recruitment and retention processes and secure equitable placement of high quality teachers and staff at the turnaround school. The Superintendent and district union negotiator will introduce criteria for developing a MOU to the Bargaining Unity by October 2017. Meanwhile, the Superintendent has pledged that if a candidate, especially in math, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. The Superintendent will use this flexibility as necessary until the details of a MOU have been determined. Criteria for teachers and instructional specialists to be retained will be that at least 65% of their students have achieved learning gains on an average over a three-year period if they have a VAM score. Criteria for new teachers and instructional specialists without a VAM score would include learning gains calculated according to the number of years they have taught reading and/or math and will be based on increased student achievement. Teacher and principal evaluations have been developed and approved by FDOE and the bargaining unit. Teacher and instructional specialist evaluations will be used to determine placement and/or retention at the turnaround school. Evaluations will include analysis of school, subject, and classroom data from district and state assessments. The bargaining agreement has maintained a high percentage (50%) of teacher evaluation scores to be driven by the teacher's VAM scores.

What is the process for filling vacancies at turnaround schools, specifically in the core content areas?

Advertisements are posted on many local and regional venues to attract highly qualified candidates; paralleling this strategy, voluntary and involuntary transfers of highly qualified and highly effective staff from other district schools who could help the turnaround school have been implemented. If a vacancy occurs in a core content area, highly qualified staff, site leadership, and/or curriculum support specialists, who hold appropriate certification, cover courses until a teacher is identified.

Are these schools given priority in hiring?

Yes. District policies are being reviewed for revisions to support priority hiring in turnaround schools. MOUs are being discussed and criteria is being developed for MOUs with the bargaining unit. Meanwhile, the

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Superintendent has pledged that if a candidate, especially in math, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. Once highly effective candidates have been identified, they will be prioritized to the turnaround school, if their subject area certification matches school needs.

Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? How does the district ensure students at these schools are instructed by a certified teacher when unexpected vacancies arise?

Staffing meetings are held with each principal beginning in March of the year before an upcoming school year to identify staffing needs based on student enrollments so that they can be fully staffed with highly qualified staff by the first day of school. After analyzing preliminary assessment data, district leadership assesses the qualifications of the sitting principals to maintain a high level of academic achievement. Once a turnaround school is identified, the principal leader is identified and is allowed to immediately identify and/or advertise for staff to follow him/her to the turnaround school. This may be done earlier than the typical March start of staff planning or it may happen later in the semester, as the critical need is identified based on progress monitoring and assessment scores.

Is there a union agreement to this effect?

The hiring process for critical need staff is a collaborative arrangement previously discussed with the union prior to necessary actions. These processes are already in place between the bargaining unit and the Superintendent. Criteria for any changes to school board policies or MOUs with the union are being developed by the Superintendent, under advisement with the School Board. Meanwhile, the Superintendent has pledged that if a candidate, especially in math, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers.

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

School leader end-of-year bonuses for improving school grade are provided. Whole school bonuses (in addition to any school recognition dollars) for overall improvement of school grade – divided equally by all staff at the school, including food service, transportation, and custodial. There have been several Memoranda of Understanding developed with the bargaining unit in the past as the district has provided intense services to lower performing schools and they all included funding incentives. Under the new Superintendent, this practice will be resurrected to include agreement with the bargaining unit over the level of bonuses offered that can be supported by sustainable funding.

VAM

The latest VAM scores are from 2015-16 and include experienced teachers from 2012-2015. Many of the teachers at East Gadsden and West Gadsden in 2016-17 were first year teachers or were not included in the VAM of 2015-16; VAM for 2016-17 is expected within the next few months and will be reviewed immediately upon release. The Superintendent has pledged that if a candidate, especially in math, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. Unsatisfactory VAM teachers will receive intense intervention and monitoring by the school leadership team after development of an individual professional development plan that targets weaknesses identified in

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classroom walkthroughs. Professional development will be provided by the ePDC system of professional development offered through PAEC, through BEACON (University courses), and through district professional development. Progress monitoring of professional development will be done by the school leadership team. District trainings will be provided by the staff development coordinator (TBD as of this writing), instructional specialists, and from intervention vendor trainings designed to meet the individual needs of each teacher struggling with implementation with fidelity.

Current VAM data for the district is below.

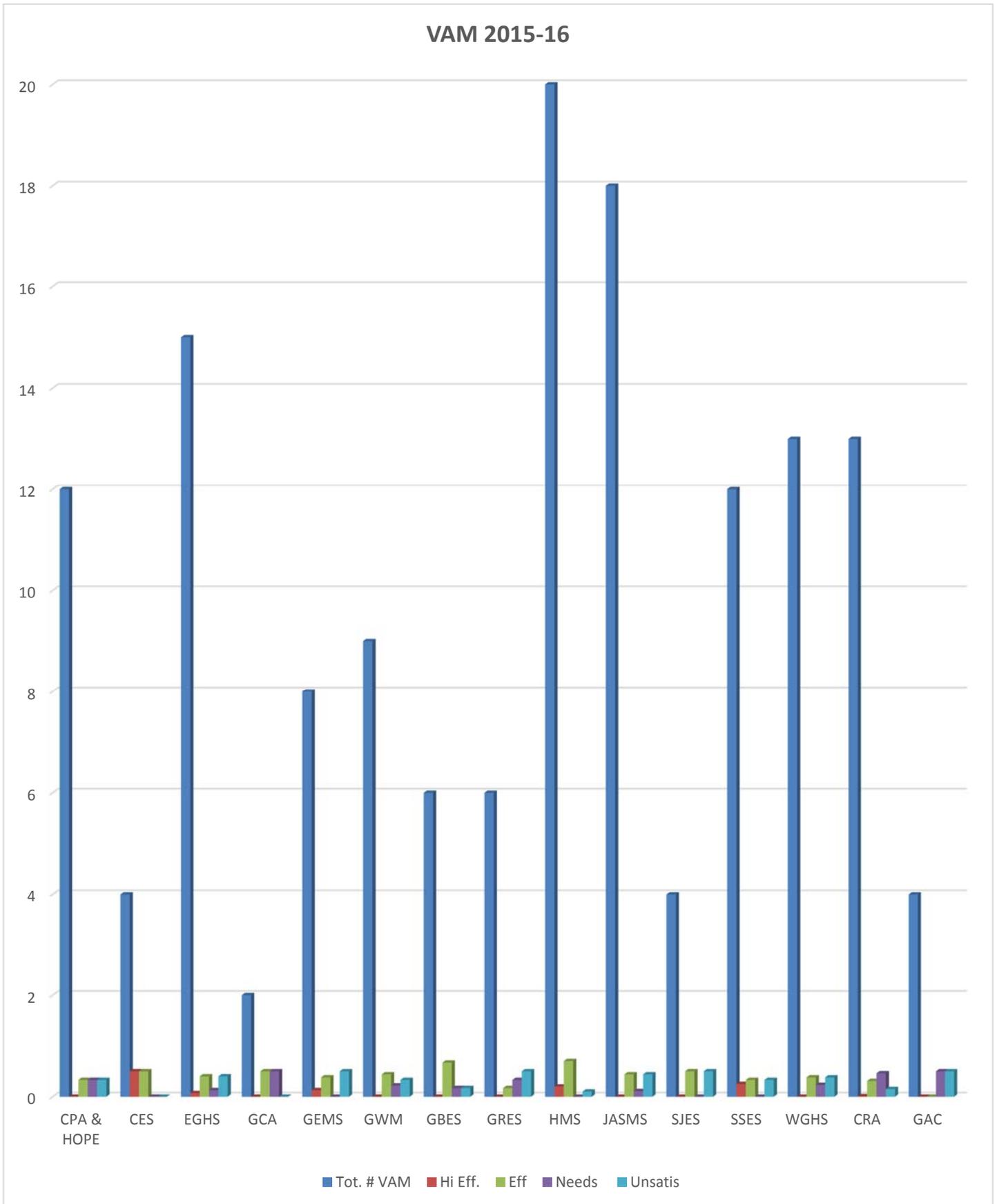
VAM Summary 2015-2016 Data (most recent)

School Site	Number of teachers rated with VAM –	Highly Effective VAM	Effective VAM	Needs Improvement VAM	Unsatisfactory VAM	Total number of teachers at the school	Grade Level of School
Carter-Parramore Academy & HOPE	12	0 0%	4 33%	4 33%	4 33%	21	Alternative Grade 4-12
Chattahoochee Elementary	4	2 50%	2 50%	0 0%	0 0%	15	Elem. Sch. Grade pK-5
East Gadsden (<i>in 2017-18 will be Gadsden County High School</i>)	15	1 7%	6 40%	2 13%	6 40%	59	High Sch. Grade 9-12
Gadsden Central Academy (<i>program</i>)	2	0 0%	1 50%	1 50%	0 0%	5	ESE Center Grade 5-12
Gadsden Elem. Magnet Sch. (<i>program</i>)	8	1 13%	3 38%	0 0%	4 50%	15	Gifted Center grade pK-8
Geo. Munroe Elementary Sch. (<i>in 2017-18 going to grade pK-3</i>)	9	0 0%	4 44%	2 22%	3 33%	41	Elem. Sch. Grade pK-5
Greensboro Elem. Sch. (<i>in 2017-18 going to grade pK-3</i>)	6	0 0%	4 67%	1 17%	1 17%	24	Elem. Sch. Grade pK-5
Gretna Elem. Sch. (<i>closed in 2017-18</i>)	6	0 0%	1 17%	2 33%	3 50%	22	Elem. Sch. Grade pK-5
Havana Magnet School	20	4 20%	14 70%	0 0%	2 10%	52	Combo. Grades pK-8
James A. Shanks Middle School (<i>in 2017-18 going to grades 4-8</i>)	18	0 0%	8 44%	2 11%	8 44%	34	Middle School Grades 6-8
St. John Elem. (<i>closed in 2017-18</i>)	4	0 0%	2 50%	0 0%	2 50%	18	Elem. Sch. Grade pK-5
Stewart Street Elementary Sch.	12	3 25%	4 33%	0 0%	5 33%	44	Elem. Sch. Grade pK-5
West Gadsden High School (<i>in 2017-18 going to grades 4-8</i>)	13	0 0%	5 38%	3 23%	5 38%	36	Combo Grades 6-12

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Crossroad Academy Charter	13	1 1%	4 31%	6 46%	2 15%	47	<i>Combo. Grades K-12</i>
Galloway Academy Charter <i>(in 2017-18 going to pK-3)</i>	4	0 0%	0 0%	2 50%	2 50%	6	<i>Elem. Grades pK-5</i>

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B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school’s needs assessment.

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. Assessments | <input checked="" type="checkbox"/> 4. School Leadership |
| <input checked="" type="checkbox"/> 2. Instructional Programs | <input type="checkbox"/> 5. Increased Learning Time |
| <input type="checkbox"/> 3. Differentiated Instruction | |

Item 5: 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 the selected Area(s) of Focus.

ACTION PLAN – see below table

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE
G1. Diagnose systemic problems, barriers, and develop plan to turn challenges into strengths	G1B1 Change	G1B1S1 Outside partner recommendation based on results of diagnosis	G1B1S1 weekly	G1B1S1 TNTP Superintendent School Board	G1B1S19 -15-17
	G1B2. Relationships	G1B2S1 Clearer policies and practices related to hiring based on qualifications and experience	G1B2S1 annual development and review of policies	G1B2S1 District leadership	G1B2S1 12-18-17
	G1B3 Poverty	G1B3S1 Develop strategies to help bridge the gap out of the cycle of social service dependency and poverty; improve education levels so that students are prepared to be self-sustaining citizens	G1B3S1 Review any developed strategies in monthly district leadership meetings	G1B3S1 Community Partnerships Superintendent Parent Services	G1B3S1 5-31-18
	G1B4 Parental Involvement & literacy	G1B4S1 Teach parents how to assist with educating their children - show them what's in it for them through parent workshops and educational opportunities in community programs	G1B4S1 monthly	G1B4S1 Parent Services Superintendent School Leadership Team	G1B4S1 6-30-18
	G1B5 Student Literacy	G1B5S1 Start with early learning to build cadre of life-long learners with the literacy skills to compete and next grade level and ultimately globally	G1B5S1 weekly at pK-3 centers	G1B5S1 School leadership Area Director of Secondary	G1B5S1 6-30-18

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE
G2 Provide school with a highly qualified and highly effective team of school leaders and instructional staff	G2B1 Limited numbers of qualified staff who want to work in such a challenging environment	G2B1S1 Hire proven leader for school	G2B1S1 annually	G2B1S1 Superintendent	G2B1S1 7-31-17
		G2B1S2 Reassign leadership team members	G2B1S2 annually	G2B1S2 Superintendent	G2B1S2 7-31-17
	G2B2 No differentiated salary schedule for turnaround schools (which would require flexibility from bargaining unit requirements for additional work load)	G2B2S1 Enhance recruitment and retention efforts by offering incentives and salary scales based on accountability and performance (bargaining unit negotiation item)	G2B2S1 ongoing	G1B2S1 Superintendent Bargaining Unit Human Resources	G1B2S1 12-18-17
	G2B3 High teacher turnover	G2B3S1 Enhance recruitment and retention efforts by offering incentives and salary scales based on accountability and performance (bargaining unit negotiation item)	G2B3S1 ongoing	G1B3S1 Superintendent Bargaining Unit Human Resources	G2B3S1 12-18-17
	G2B4 High levels of first year teachers in critical roles	G2B4S1 District will make voluntary and involuntary transfers of highly qualified staff to turnaround school	G2B4S1 as necessary prior to start of school and during school year	G1B4S1 Superintendent Bargaining Unit Human Resources	G2B4S1 8-14-17

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE
G3 Identify appropriate standards-based instructional programs to meet student needs and implement with fidelity	G3B1 Too many programs being used to demonstrate return on investment or assess fidelity or impact on instruction	G3B1S1 Review existing inventory of programs and make recommendations to consolidate interventions – working toward a core plus one formula for each teacher/subject area	G3B1S1 Annually	G3B1S1 Area Director of Secondary Instruction Subject-area Instructional Specialists School & district leadership Program staff at district	G3B1S1 12-18-17
		G3B1S2 Establish district non-negotiables for use of interventions and other instructional materials or programs; limit purchases of interventions to core-plus one		G3B1S2 Area Director of Secondary Instruction Subject-area Instructional Specialists School & district leadership Program staff at district	G3B1S2 8-14-17
	G3B2 Instructional specialists were not in place in time to effect change	G3B2S1 Provide instructional specialists in core areas by start of school year to assist with developing assessments, and implementing support interventions for subject areas	G3B2S1 Annually	G3B2S1 Superintendent	G3B2S1 8-7-17
	G3B3 District initiative and diagnostic for secondary reading and math skill building was not implemented	G3B3S1 More frequent progress monitoring with focus on implementation of district non-negotiables	G3B3S1 weekly	G3B3S1 Area Director of Secondary School and district leadership	G3B3S1 12-18-17

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE
	G3B4 Limited understanding of standards; use of standards; rigor; data analysis; MTSS strategies	G3B4S1 Targeted professional development in data analysis, standards-based instruction, rigor, and MTSS	G3B4S1 Ongoing during the year	Superintendent G3B4S1 School leadership Instructional Specialists District Staff Development Coordinator	G3B4S1 12-18-17
		G3B4S2 Strengthen grade level/subject area common planning communities to better analyze best practices and implement proven strategies	G3B4S2 Ongoing during the year	G3B4S2 School leadership Instructional Specialists District Staff Development Coordinator	G3B4S2 12-18-17
		G3B4S3 Review item Specifications with teachers to ensure that targeted skills are addressed for each standard and they are following the district’s pacing guide	G3B4S3 Ongoing during the year	G3B4S3 School leadership Instructional Specialists District Staff Development Coordinator	G3B4S3 12-18-17
	G3B5 Limited funding for special program areas and career education	G3B5S1 Identify additional resources to support different non-core aspects of a campus, without supplanting dollars and staying in compliance with program funding requirements	G3B5S1 quarterly	G3B5S1 Finance Program funding specialists School leadership team	G3B5S1 10-01-17

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE
				Superintendent	
	G3B6 Limited access to accelerated programs and career education leading to industry certifications	G3B6S1 Administer pSAT to determine students eligible to participate in dual enrollment; Provide PD for honors teachers to be trained to offer college level courses on campus; Negotiate articulation agreement with TCC to enhance/expand offerings available; Provide students with resources to be dual enrolled; Investigate dual enrollment through blended learning; Enroll every student into at least one industry certification course/pathway	G3B6S1 Weekly	G3B6S1 School leadership Lead teacher Instructional specialists Industry specialists Community College	G3B6S16 -30-18
	G3B7 Student’s ability to pass FSA Reading and graduate even with concordant scores	G3B7S1 Regular monitoring of student schedules and performance in classes from grade 9 to 12Investigate SAT as an option to ACT; investigate College Board partnerships to include rigorous interventions; add after-school tutoring	G3B7S1 Quarterly monitoring Ongoing collaboration with college partners Weekly tutoring afterschool with 21 st CCLC	G3B7S1 Graduation specialist Guidance Counselors School leadership 21 st CCLC staff	G3B7S1 6-30-18

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE
G4 Improve the culture at the school to effect positive increases in student behavior and academic performance	G4B1 Teacher Attendance	G4B1S1 Build relationships; Establish/nurture team approach	G4B1S1 ongoing throughout the school year	G4B1S1 School leadership team	G4B1S1 6-30-18
	G4B2 Student Behavior	G4B2S1 Provide site based behavior specialists and MTSS specialists	G4B2S1 Annually	G4B2S1 Superintendent	G4B2S1 8-14-17
		G4B2S2 Provide more professional development and modeling to classroom teachers to help them better manage student behavior in the classroom without disrupting other student learning	G4B2S2 Ongoing throughout the school year	G4B2S2 Instructional specialists District staff development coordinator	G4B2S2 12-18-17
		G4B2S3 Provide remediation, enrichment, and character education	G4B2S3 Ongoing throughout the school year with remediation daily, enrichment at least weekly	G4B2S3 School leadership Instructional Specialists	G4B2S3 12-18-17
	G4B3 Student Suspensions	G4B3S1 Provide more opportunities for in-school suspensions to be a productive academic experience if a student must be removed from a classroom	G4B3S1 Develop plan annually in SIP; monitor weekly	G4B3S1 School leadership District MTSS specialists	G4B3S1 10-01-17
	G4B4 Student Tardy	G4B4S1 Provide closer monitoring of inputted teacher attendance data; closer follow up on student tardies and missing classes during the day; conduct home visits for frequent student absences	G4B4S1 Monitor daily with weekly interventions if necessary; identify students with more than three absences no less than monthly	G4B4S1 School leadership team Visiting teacher Social worker	G4B4S1 12-18-17
	G4B5 Parent and Community Partnerships	G4B5S1 Establish more effective two-way communication between parents and teachers; between leadership and community; between community and school	G4B5S1 Ongoing throughout the school year	G4B5S1 School leadership Teachers District parent	G4B5S1 12-18-17

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE
		<p>G4B5S2 Include community in more programmatic review, decision making and in activities to support school; coordinate services from community agencies (such as health, medical, social, employment, etc.)</p>	<p>G4B5S2 Ongoing throughout the school year</p> <p>Programmatic review at least once annually</p> <p>Ongoing coordination of services</p>	<p>services</p> <p>G4B5S2 School Advisory Board</p> <p>School Board</p> <p>School leadership</p> <p>District parent services</p> <p>District MTSS specialists</p>	<p>G4B5S2 12-18-17</p>
		<p>G4B5S3 Empower parents with information, resources and services available through the school, the district, and community based agencies to support their child’s education</p>	<p>G4B5S3 Parent meetings at least monthly</p>	<p>G4B5S3 District Parent services</p> <p>School Advisory Board</p> <p>School leadership</p>	<p>G4B5S3 12-18-17</p>

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE			
G5 Provide all core content area classes with standards-based rigorous assessments and raise EOC scores to at least 70% of state expectations	G5B1 Cost of development; Limited ability to develop in-house	G5B1S1 Evaluate existing assessments to determine if they are appropriate or need adjustments to meet rigor of Florida standards; work with vendors to negotiate competitive pricing;	G5B1S1 Monthly	G5B1S1 Assessment Instructional Specialists School leadership Area Director for Secondary Content Area teachers	G5B1S1 12-18-17			
	G5B2 Existing Unify assessment test bank is not being implemented correctly to effect change	G5B2S1 Evaluate use of Unify and determine if it is a usage issue or if the test bank does not meet teacher needs or address tested standards; investigate options for test development from various vendors; Work with in-house experts and highly qualified instructional subject area specialists to develop supporting assessments; provide quarterly comprehensive assessments to measure student progress of the standards	G5B2S1 Monthly	G5B2S1 Assessment Coordinator Instructional Specialists School leadership Area Director for Secondary Content Area teachers	G5B2S1 12-18-17			
						G5B2S2 Progress monitoring frequently; Data analysis training and implementation to drive instruction	G5B2S2 Monthly	G5B2S2 School level administrators Instructional specialist
						G5B3 Lower level students are not exposed to history until later cohort years because of need to double up on remediation; limited literacy	G5B3S1 Ensure that all 9 th graders have highly effective and qualified social studies teachers with a proven record of student achievement who can teach the History standards in an engaging way so that more students can understand and appreciate History	G5B3S1 weekly standards mastery checks

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE
		<p>G5B3S2 oversee Social Studies teachers providing regular data analysis of baseline, mini-assessments, mid-year, and end-of-year assessments, collaborating with teacher using data to drive instruction and differentiated instruction; do walkthroughs, coaching, model strategies, and mentor teachers</p>	<p>G4B3S2 Weekly standards mastery checks</p>	<p>G5B3S2 Instructional specialists Lead teachers</p>	<p>G5B3S2 12-18-17</p>
		<p>G5B3S3 Frequent progress monitoring; deep data analysis ; stronger common planning activities; instructional specialist to assist with modeling best strategies; administrator walkthroughs</p>	<p>G5B3S3 frequent walkthroughs weekly data analysis strategy modeling daily</p>	<p>G5B3S3 School leadership Instructional Specialist</p>	<p>G5B3S3 6-30-18</p>
	<p>G5B4 Higher level math students take Alg. I in middle school; lower level math students are not exposed to Alg. I until high school; rigor is difficult for lower level math students</p>	<p>G5B4S1 Collaborate with middle school feeder pattern schools to ensure minimal preparation for Alg. I is ongoing for all students in middle school</p>	<p>G5B4S1 Monthly collaborative meetings between school leaders, instructional specialist, and lead teachers of each grade level</p>	<p>G5B4S1 School leadership Lead teachers Instructional Specialists</p>	<p>G5B4S1 6-30-18</p>
		<p>G5B4S2 Ensure that all 9th graders have highly effective and qualified math teachers</p>	<p>G5B4S2 Annually</p>	<p>G5B4S2 Superintendent School leadership</p>	<p>G5B4S2 8-14-17</p>
		<p>G5B4S3 Math Specialist to oversee Alg. I teachers providing regular data analysis; modeling best strategies; developing common planning activities; developing interim math assessments to measure standards; providing frequent walkthroughs and progress monitoring</p>	<p>G5B4S3 weekly standards mastery checks regular walkthroughs</p>	<p>G5B4S3 School leadership Instructional specialist</p>	<p>G5B4S3 12-18-17</p>

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GOAL (G)	BARRIERS (B)	STRATEGIES (S)	MONITORING FREQUENCY	WHO WILL MONITOR	TargetC ompl.D ATE
	G5B5 Non-honors students are not exposed to enough science in middle school to prepare them for Biology I as critical thinkers or problem solvers	G5B5S1 Vertically and horizontally align curriculum so that all students are exposed to science early; Provide appropriate reading interventions early to build reading and writing skills; Develop and use appropriate pacing guides that focus on standards and rigor that build critical thinking and problem solving skills; provide quarterly comprehensive assessments to measure student progress of standards	weekly data analysis G5B5S1 Monthly	G5B5S1 Instructional Specialist Area Director of Secondary School leadership Assessment coordinator	G5B5S1 12-18-17
	G5B6 Highly qualified and effective science instructors are difficult to recruit and retain	G5B6S1 Provide appropriate and adequate recruitment and retention incentives to attract qualified staff and keep them; Re-focus resources so that adequate supplies, materials, and space are provided; Negotiate with FSU SSTRIDE program to provide the same Biology and Chemistry curriculum to all teachers at the school to use and train them on how to use the materials as part of the contractual pay for the program	G5B6S1 Annually	G5B6S1 Superintendent School leadership Program specialist Finance	G5B6S1 8-14-17
		G5B6S2 Progress monitoring ongoing daily and weekly in all classrooms; Deep data analysis of all student data to understand needs and target instruction; Instructional science specialist to assist with modeling standards and best practices with struggling teachers; Conduct frequent classroom walkthroughs to observe teaching and provide quality feedback with action steps	G5B6S2 Ongoing weekly	G5B6S2 School leadership Instructional Specialist Lead Teacher	G5B6S2 12-18-17

APPENDIX I – COMPREHENSIVE NEEDS ASSESSMENT DATA
Supports summary in narrative

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Goals (G)		Goal Met? (Yes/No)
G1 – Provide all student subgroups with resources and support to receive appropriate and equitable educational services		Yes
G2 – Improve parent opportunities to be more involved with their children’s education		Yes
G3 – Improve access to digital technology to support classroom activities, individualized instruction, and small group learning		Yes
G4 – Provide early learning opportunities for pre-school children to improve readiness for transition into public education		Yes
G5 – Raise performance of priority and focus schools (school improvement)		Yes and No
G6 – Improve teacher quality		Undetermined
G7 – Improve academic proficiency through a standards-based instructional program with appropriate aligned interventions and support targeted to meet identified student needs and readiness for college and careers.		No
Goal Outcomes:		
G1 – Resources and support were provided to each school with the intent for them to roll down resources and support to each subgroup.		
G2 – Opportunities for improved parent involvement with their children were made available to parents.		
G3 – Title I expended over \$800,000 for technology resources during the school year.		
G4 – Title I collaborated with VPK and confounded 6 Pre-K Blended programs.		
G5 – As can be noted later in this evaluation, East Gadsden High and West Gadsden High made no improvement in their letter grades. However, there were pockets of achievement in other areas of each school. Havana Magnet, George Munroe Elementary, and Greensboro Elementary moved up one letter grade and St. John Elementary moved down one letter grade.		
G6 – Title I offered over \$2 million for professional learning with the intent that the lessons learned are to be brought back to the classroom and used to improve student achievement. The percentage of highly qualified teachers in classroom saw no significant change over prior year.		
G7 – The level of proficiency did not improve over the prior year. Specific proficiency data can be found later in this evaluation. The state recently changed the definition of proficiency, which is not performance at or above Level 4. Many schools were unaware of the change and therefore focused on Level 3, which is now defined as acceptable/passing (but not proficient).		
Source: Florida Department of Education Website and Gadsden Office of Federal Programs, 2016		
Barriers		
G1 – Language challenges, homelessness, lack of equitable services, and begin migrant are all barriers.		
G2 – Parents/guardians are limited on time, resources, and educational ability assist children at home with school work		
G3 – Limited individual access to digital devices for instruction in every class		
G4 – High numbers of low income minority children who do not have the resources available to learn the skills necessary for transition into kindergarten		
G5 – Limited number of highly effective, high quality staff, resources, and supports to provide close and on-going identification of students needs and the respective interventions that will positively impact learning and timely transitions toward graduation and career readiness.		
G6 – The exponentially changing world of education and work that requires continual adjustments to instruction and skills for teachers and students to be effective, proficient, and globally competitive		
G7 – Rigor demanded of new standards and an ever-changing work/world environment demanding more and different approaches to teaching and learning.		
Strategies (To Neutralize Barriers)	Did this strategy neutralize the barrier? (Yes/Somewhat/No)	If No, please explain.
G1 – Provide all students subgroups with the equitable educational services and linkages to support services necessary to be successful in school	Somewhat	The strategy helped but monitoring was not close enough to see if actual subgroups received the services. This barrier was still a challenge since the ESOL director was not knowledgeable implementation of and as a result services declined and students were not measured as required. Homeless numbers declined since outreach activities did not take place as planned. Migrant services exceeded expectations and reached record amounts of children. Title I collaborated with ESOL/Migrant over the

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		<i>summer and co-funded transportation and teacher costs to expand summer programs, especially for English Language Learners (ELL). Title I purchased a language/parent program to begin implementing in afterschool programs to assist with strengthening the link between ELL students and their parents to academics</i>
<i>G2 – Provide connections to support services, workshops/trainings, and access to educational resources so that parents are better equipped to assist children with school work.</i>	Yes	<i>Provided directory and ongoing verbal assistance</i>
<i>G3 – Collaborate with technology department to provide access to more digital technology as funding allows</i>	Yes	<i>Title I worked with media and technology and provided in excess of \$800,000 for technology resources.</i>
<i>G4 – Use resources to increase instructional hours of pre-school children to help them attain the skills necessary for transition into kindergarten.</i>	Yes	<i>Title I co-funded 6 Pre-K blended classrooms.</i>
<i>G5 – Better train leaders and teachers how to budget limited time to follow student progress and transition through each grade level so that early warning signals are identified; rigorous research-based interventions are provided; and students are progress monitored regularly.</i>	Yes	<i>Title I provided interventions, training by ETO however, some teachers still will not embrace strategies.</i>
<i>G6 – The district will continue to provide ongoing professional development in various formats during the school year. ETO specialists will model strategies in classrooms and assist with progress monitoring along with school leadership. The district will provide teacher/leader mentoring and training including, common planning, data analysis, classroom management, technology infusion (flipped/facilitated classrooms), and differentiated instruction based on student needs.</i>	Yes	<i>Title I provided \$2,000,000 during the year for professional learning along with interventionists and specialists to assist ETO. Mentors were available to school leaders and teachers.</i>
<i>G7 – Adopt only a limited number of research-based interventions (core plus one) that align to basal instruments and the new standards and are directly related to student needs for college and career readiness.</i>	Yes	<i>Initially this was the case; however, some principals added any additional interventions they thought they could afford</i>

Targets

Indicator	2015-2016 Target	Outcome
<i>No specific targets were identified in the district plan.</i>		
<p>The district continue working to:</p> <ul style="list-style-type: none"> • close the digital gap • promote core-plus-one intervention • provide quality professional development with a larger focus on transfer of learning to classroom • continuing to develop teacher quality so that they have the content knowledge to teach the new standards with the required rigor to get academic levels career and college ready 		

Gadsden County School District

Evaluation of District Improvement Plan Goals and Strategies

School Year 2016

A review of the last five years of FCAT Science performance as a whole reveals very sporadic scores for most of the schools. Several schools showed declining trends from 2014-2016. There were no schools that showed significant increases in student performance over the time period analyzed. St. John Elementary school's fifth graders showed a significant increase in proficiency from 2013-2014 but experienced a decline the next school year. West Gadsden High School showed an increase in performance for eighth grade from 2013-2014 but again had a decline in 2015. **Source: Florida Department of Education Website, 2016**

Florida School Grade Comparison

Priority/Focus Schools	2017 Grade Year 3	2016 Grade	2015 Grade	Change
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	Pending	Year 2	Year 1	
East Gadsden High School		F	F	No change in year 1 or 2; year 3 pending
West Gadsden High School		D	D	No change in year 1 or 2; year 3 pending

Learning Gains for Schools

School Year 2014-2015, 2015-2016, and 2016-2017

School	2017 ELA	2017 ELA (Lowest 25%)	2017 Math	2017 Math (Lowest 25%)	2016 ELA	2016 ELA (Lowest 25%)	2016 Math	2016 Math (Lowest 25%)	2015 ELA	2015 ELA (Lowest 25%)	2015 Math	2015 Math (Lowest 25%)
East Gadsden High School	21%		11%		24%	20%	14%	39%	13%	56%	4%	73%
West Gadsden High School	20%		15%		30%	29%	19%	36%	21%	47%	19%	48%

East Gadsden High School

Evaluation of School Improvement Plan Goals and Strategies

School Year 2016

Goals (G)	Goal Met? (Yes/No)
G1 - If all teachers implement effective teaching instruction aligned to the Florida Standards, inclusive of the Comprehension Instructional Sequence (CIS) Model, then by the end of 2015-16 all students will meet or exceed at least 60% of state expectations set by the new state assessment (FSA).	No
G2 - If a rigorous curriculum is implemented, then by the end of 2015-16, at least 60% of all high school students will graduate with their cohort, college and career ready.	Yes
Goal Outcomes:	
G1 – Based on the 2016 FSA results, 20% of students scored satisfactorily on the ELA assessment; 7% scored satisfactorily on the mathematics assessments; 10% scored satisfactorily on the science assessments, and 20% scored satisfactorily on social studies EOC assessments.	
G2 – Based on 2014-2015 data, the graduation rate was 77%, which, exceeded the state average by 2-percentage points.	
Source: Florida Department of Education Website, 2016	
Barriers (B)	
G1.B1 Under-utilization of professional development in best practices regarding content area literacy strategies.	
G1.B2 Limited access to technology	
G1.B3 Excessive amount of testing compromises the amount of time for instructional delivery and time on task.	
G1.B4 Teacher buy-in	
G1.B5 Large number of new and beginning teachers	
G2.B1 Under-utilization of resources pertaining to best practices regarding higher order questioning strategies	
G2.B2 The use of knowledge gained from professional development is not being used with fidelity.	
G2.B3 Low performing, unmotivated students	
G2.B4 Community partnerships	
Strategies (S) (To Neutralize Barriers)	Did this strategy neutralize the barrier? (Yes/somewhat/No)
G1.B1.S1 A school-wide initiative to increase literacy in classrooms utilizing literacy focus calendars.	No
	If No, please explain.
	After analyzing the strategy, we realized that the school had not met this goal because all teachers did not implement the Comprehensive

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		<i>Instruction Sequence Model (CIS) that would have allowed the school to meet or exceed 60% of the state's expectation set by the new state assessment (FSA). The goal and strategy was to implement effective teaching instruction. Based on the achievement level of students after taking the FSA ELA Reading and Writing, it was clear that these strategies were not imbedded properly into the daily instruction.</i>
G1.B2.S1 A school-wide computer schedule lab schedule will be developed	Yes	
G1.B3.S1 Due to the vast amount of testing throughout the year teachers' time on task for instructional delivery is negatively impacted.	No	<i>Instructional time was negatively impacted because students who have not mastered EOC and state required assessments had to retake these assessments throughout the year. With this, instructional time was not properly utilized.</i>
G1.B4.S1 All teachers will be responsible for completing follow-up activities from professional development activities.	Yes	
G1.B5.S1 Due to the large amount of teachers new to the school they have varying levels of experience in instructional delivery.	No	<i>The Beginning Teacher Program, spearheaded by the district office should have provided more district-wide professional development for new and beginning teachers, which targets instructional delivery. Mentor teachers should have been thoroughly trained on how to mentor new and beginning teachers.</i>
G2.B1.S1 Create rigorous and relevant questions, using Webb's depth of knowledge, before each lesson / focus / that will be answered during the teaching of said lesson.	No	<i>Teachers in core subject areas have not received extensive training in the implementation of Webb's Depth of Knowledge.</i>
G2.B2.S1 All professional development training will have follow up activities.	Yes	
G2.B3.S1 Student performance is negatively impacted due to a lack of interest and intrinsic motivation.	No	<i>Teacher instruction was not at the level of rigor that it should have been.</i>
G2.B4.S1 Community is not fully utilized in support of student performance.	No	<i>The school needs to seek new ways to gain partnerships with the community.</i>

Targets		
Indicator	2015-2016 Target	Outcome
AMO Reading – All Students	Not Indicated	20%
AMO Math – All Students	Not Indicated	7%
Biology I EOC Pass	47%	11%
FAA Writing Proficiency	Not Indicated	NA
4-Year Graduation Rate (Standard Diploma)	76%	77%*
5-Year Graduation Rate	83%	67%
4- Year Graduation Rate (At risk)	63%	51.2%*
Dropout Rate	1.0%	4.1%*
College Readiness Reading	55%	17%
College Readiness Mathematics	27%	12%
		* Based on Prior Year's Data

East Gadsden High School is committed to ensuring that the school develops a school-wide implementation of the Comprehensive Instructional Sequence Model (CIS). This instructional strategy can be utilized in all course areas. It teaches students to have

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good habits when reading and understanding multiple types of text. The administrative team will be intentional with walk-throughs where it will target and monitor rigor during instructional delivery time.

West Gadsden High School

Evaluation of School Improvement Plan Goals and Strategies

School Year 2016

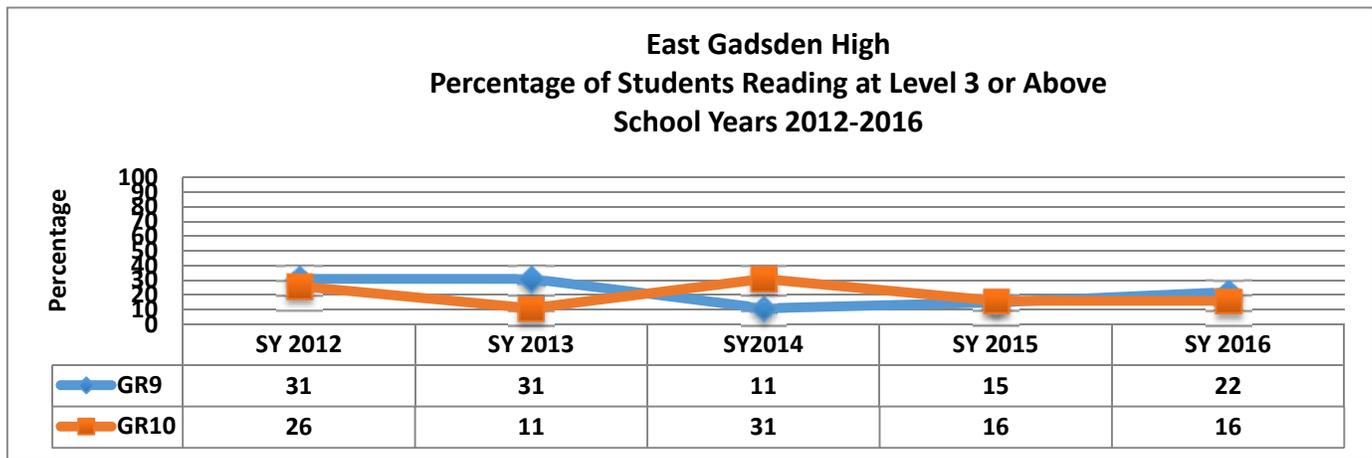
Goals (G)	Goal Met? (Yes/No)	
G1 - Ensure sustainable school improvement by providing comprehensive support for school leaders, teachers, students, parents, and community members through the analysis and application of the Chicago 5Essentials.	No	
Goal Outcomes:		
G1 – The goal was not met.		
Source: WGHS School Administration, 2016		
Barriers (B)		
G1.B1 Need for a school that guides and ensures teacher effectiveness and student learning across all grade levels and courses through curriculum, instructional design, and assessment practices.		
G1.B2 Need for a school that has resources and provides services in all classrooms that support its purpose and direction to ensure success for all students.		
G1.B3 Need for a school that implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.		
Strategies (S) (To Neutralize Barriers)	Did this strategy neutralize the barrier? (Yes/Somewhat/No)	
G1.B1.S1 The school will support collaborative teaching and promote professional growth by developing collective responsibility, school commitment, quality professional development, and teacher-teacher trust.	Somewhat	
G1.B1.S2 The school will support ambitious instruction by focusing on the quality of student discussion, mathematics instruction, English instruction, and course clarity.	Somewhat	
G1.B2.S1 The school will support involved families through outreach to parents, the connection of human and social resources in the community, and building teacher-parent trust.	Yes	
G1.B2.S2 The school will build a supportive environment by focusing on safety, academic personalism, academic press, peer support for academic work, and student-teacher trust.	Yes	
G1.B3.S1 The school will facilitate effective leadership through the development of principal instructional leadership, program coherence, teacher influence, and teacher-principal trust.	Somewhat	
Targets		
Indicator	2015-2016 Target	Outcome
FSA – English Language Arts – Proficiency Rate	30%	23%
ELA/Reading Lowest 25% Gains	65%	29%
Algebra I FSA EOC Pass Rate	30%	11%
Math Lowest 25% Gains	60%	36%

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FSA Mathematics Proficiency Rate	30%	12%
Algebra II EOC Pass Rate	30%	NA
Geometry EOC Pass Rate	30%	13%
Biology I EOC Pass Rate	45%	51%
FCAT 2.0 Science Proficiency	35%	0%
U. S. History EOC	34%	31%
4-Year Grad Rate (Standard Diploma)	75%	74%
CTE Industry Certification Exam Passing Rate	100%	64%
Civics EOC Pass Rate	37%	20%

The focus for the 2016-17 school year will be on instructional leadership, specifically focusing on supporting teachers and staff in the areas of standards-based instruction, shared decision-making, teacher collaboration, observation data, and developing an instructional framework.

The following exhibit displays trends on FCAT/FSA reading for students scoring at or above Level 3 in grades nine and ten at East Gadsden High School from 2012-2016. Over the five-year period, there was a decrease in scores in both grade levels. Approximately 80% of students did not perform at or above Level 3 in mathematics for this time period, which is well below the state average.

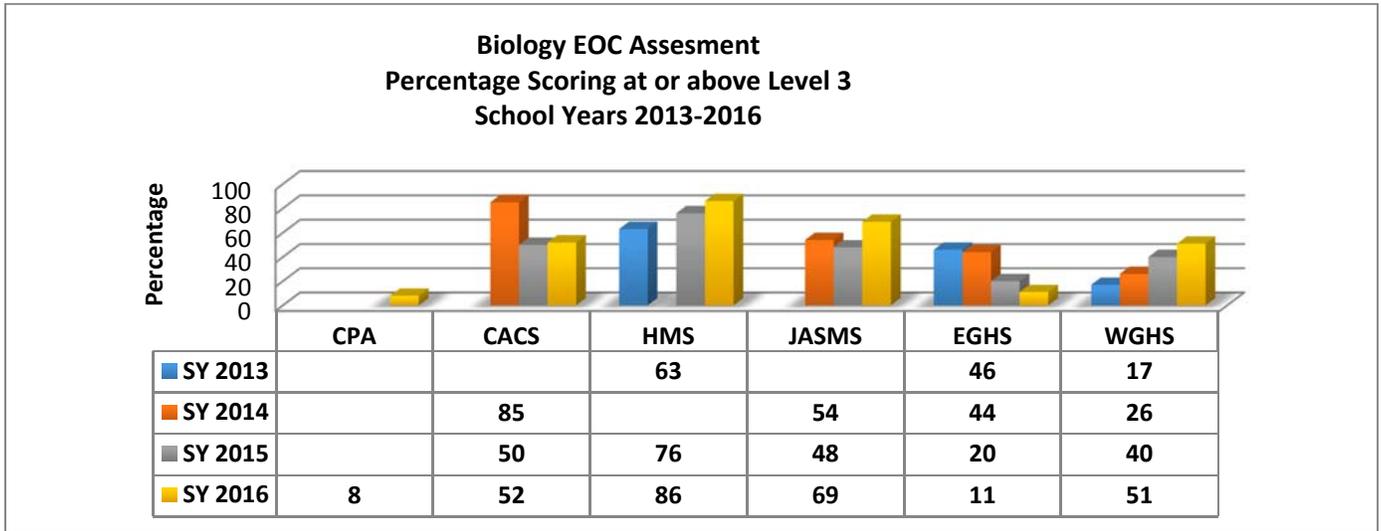


The most recent data from 2016-2017 FSA assessment reveals the following for EGHS ELA:

- 25% 9th graders are proficient in **reading** compared to 22% in 2015-2016
- 17% 10th graders are proficient in reading compared to 16% in 2015-2016
- Average 21% of HS students in 2016-2017
- District average for grades 9-10 is 23%; State Average is 51%

The following exhibit displays student achievement trends on the Biology EOC assessment for students scoring at or above Level 3 from 2013-2016. Crossroad Academy Charter school had declines in scores from 2014-2016, while Havana Middle School had an increase of 23-percentage points from 2013-2016 and scored above the state average in 2015 and 2016. James A Shanks Middle had an increase of 21-percentage points from 2015 to 2016 and scored above the state average, while West Gadsden High had an 11-percentage point increase but still fell below the state average. East Gadsden High showed declines in scores each year since 2013. Though not shown in the exhibit, statewide 64% of test takers scored at or above Level 3 on the Biology EOC in 2016.

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Source: Florida Department of Education Website, 2016

Most recent data from 2016-2017 **Biology I EOC** reveals that:

18% of WGHS students are proficient (compared to 51% in 2015-2016);

16% of EGHS students are proficient (compared to 11% in 2015-2016);

Average 17% of both schools' HS students in 2016-2017; District average is 32%; state average is 63%

n/a for WGHS for grade 8 science (2% in 2015-2016); District average is 33%; state average is 50%

The following exhibit for West Gadsden High School shows that of the students assessed in reading, only 6% of students performed on or above grade level in 2015, and only 16% scored on or above grade level in 2016. This exhibit illustrates significant under-achievement in reading at each grade level.

Reading iReady End of Year Performance (iReady is the district diagnostic for Reading for K8 and follow up with progress monitoring)

West Gadsden High School
School Years 2015 and 2016

Grade Level	Percent On or Above Grade Level	Percent On or Above Grade Level	Change
6 th	10%	19%	9%
7 th	4%	11%	7%
8 th	11%	17%	6%
9 th	0%	N/A	N/A
10 th	5%	N/A	N/A
School-wide	6%	16%	10%

Source: Created by PSTB Consulting, LLC from iReady data, 2016

The following exhibit for West Gadsden High School shows that of the students that were assessed in mathematics, only 5% scored on or above grade level in 2015, and 12% in 2016. There was a small 10% increase in scores for eighth grade students. The performance illustrates significant under-achievement in mathematics at each grade level. Overall, student performance on iReady Mathematics improved by 7-percentage points.

Mathematics iReady Performance

West Gadsden High School
School Years 2015 and 2016

Grade Level	Percent On or Above Grade Level 2015	Percent On or Above Grade Level 2016	Change
6 th	12%	16%	4%
7 th	8%	7%	-1%
8 th	4%	14%	10%
School-wide	5%	12%	7%

Source: Created by PSTB Consulting, LLC from iReady data, 2016

Most recent FSA data for 2016-2017 reveals that (Level 3+):

18% 6th grade **reading** proficiency compared to 2015-2016 proficiency of 23%

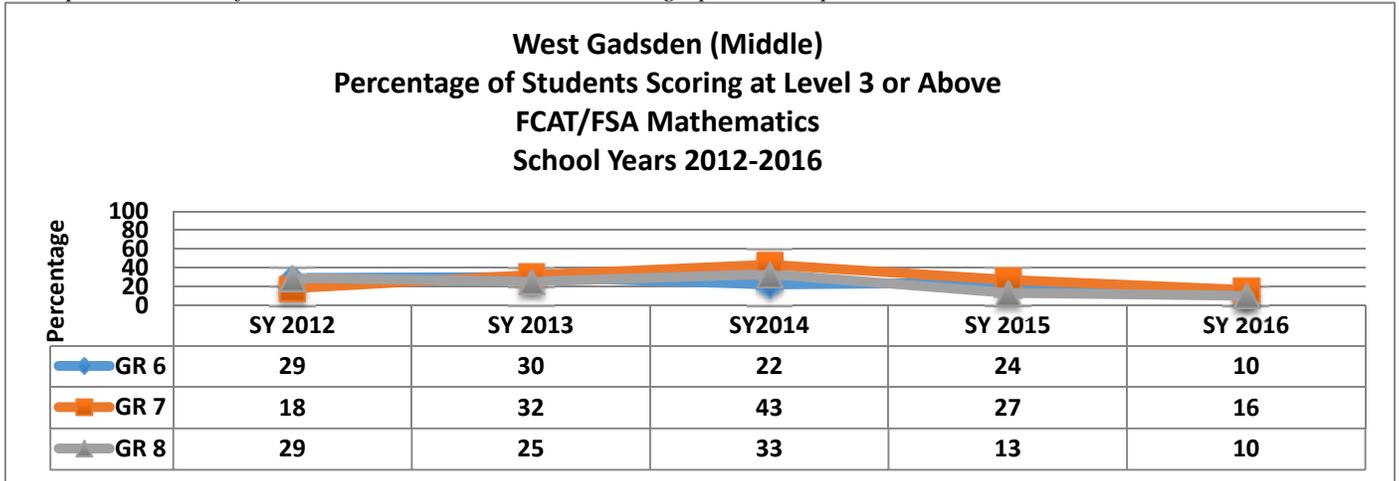
14% 7th grade reading proficiency compared to 2015-2016 proficiency of 14%

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20% 8th grade reading proficiency compared to 2015-2016 proficiency of 37%
 28% 9th grade reading proficiency compared to 2015-2016 proficiency of 14%
 17% 10th grade reading proficiency compared to 2015-2016 proficiency of 26%
 22% 6th grade **math** proficiency compared to 2015-2016 proficiency of 10%
 18% 7th grade math proficiency compared to 2015-2016 proficiency of 16%
 12% 8th grade math proficiency compared to 2015-2016 proficiency of 10%

The following exhibit displays trends on FSA mathematics for students scoring at or above Level 3 in grades 6, 7, and 8 at West Gadsden High School from 2012-2016. The data shows that scores declined by an average of 12-percentage points for the five-year period. There was a 25-percentage point increase in seventh grade scores from 2012 to 2014, but a decline of 27-percentage points from 2014-2016. There is a need to examine mathematical instructional practices and implement strategies and interventions that have a proven record of success in schools with a similar demographic makeup.

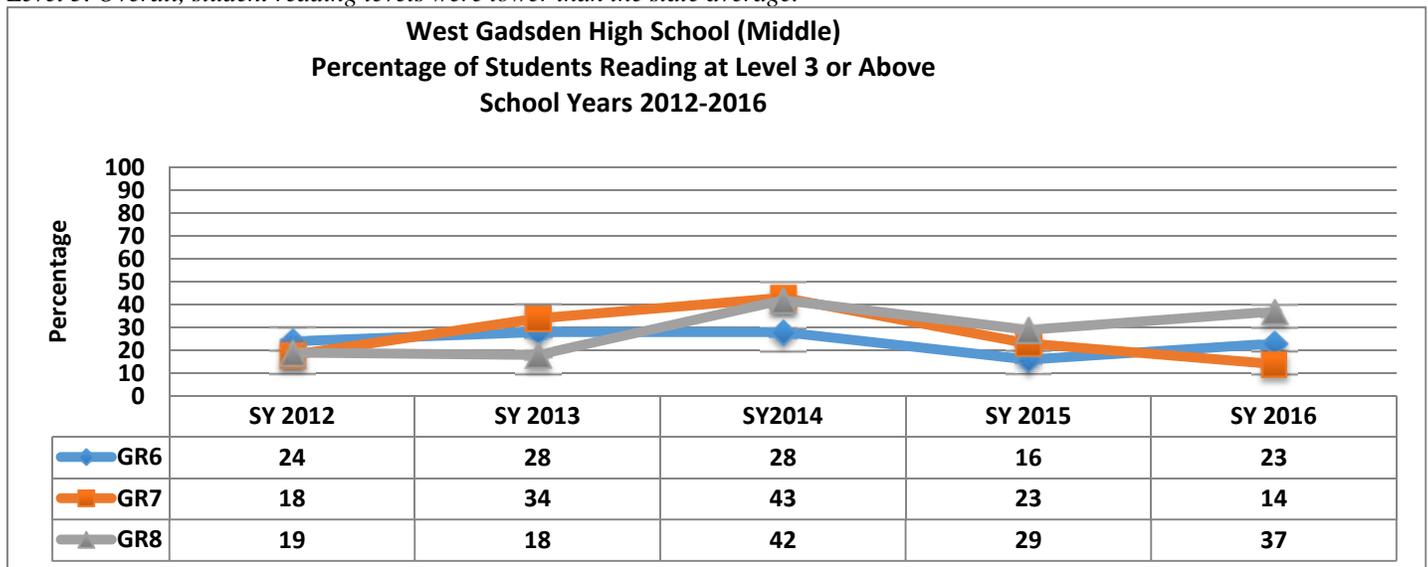


Source: Florida Department of Education Website, 2016

Most recent results of FSA assessment 2016-2017 reveal that (Level 3+):

22% 6th grade **math** proficiency compared to 2015-2016 proficiency of 10%
 18% 7th grade math proficiency compared to 2015-2016 proficiency of 16%
 12% 8th grade math proficiency compared to 2015-2016 proficiency of 10%
 Average 17.33% for all middle school grades in 2016-2017; district average(all math and EOCs) is 40%; state average (all math and EOCs) is 57%

The following exhibit displays trends on FCAT/FSA reading for students scoring at or above Level 3 in grades six, seven, and eight at West Gadsden High (Middle) School from 2012-2016. Data show that performance hovered around the 26th percentile for the school. Seventh and eighth grades showed the highest level of performance in 2014, with about 43% of students scoring at or above Level 3. Overall, student reading levels were lower than the state average.



Source: Florida Department of Education Website, 2016

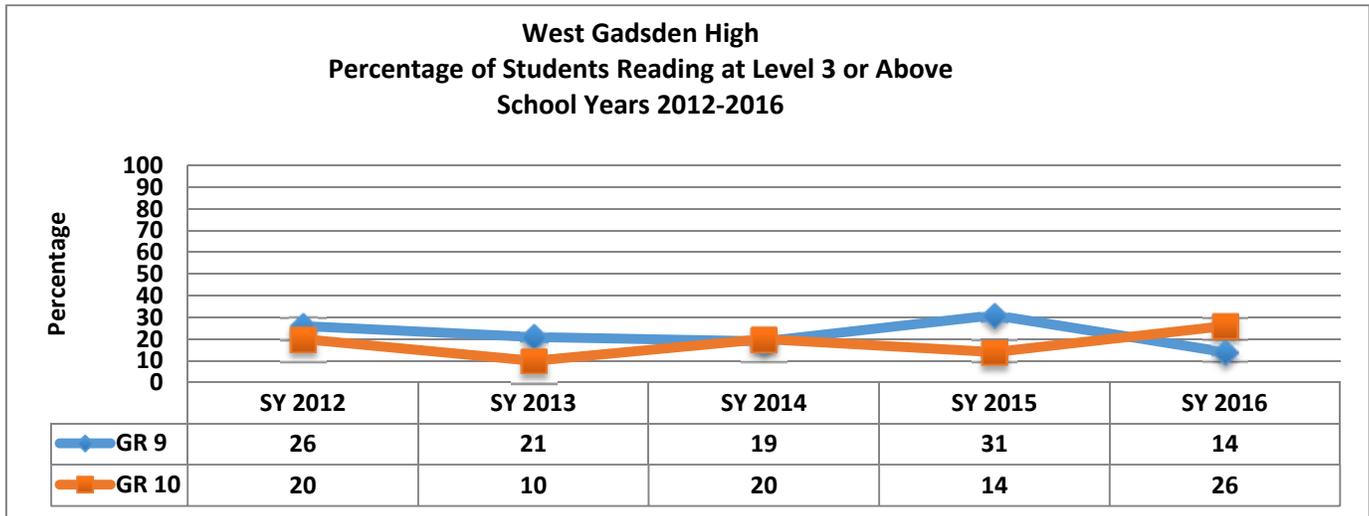
Most recent results of FSA assessment 2016-2017 reveal that (Level 3+):

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18% 6th grade **reading** proficiency compared to 2015-2016 proficiency of 23%
 14% 7th grade reading proficiency compared to 2015-2016 proficiency of 14%
 20% 8th grade reading proficiency compared to 2015-2016 proficiency of 37%
 Average 17.33% for all middle school grades in 2016-2017; District average 30%; state average 53%

The following exhibit displays trends on FCAT/FSA reading for students scoring at or above Level 3 in grades nine and ten at West Gadsden High School from 2012-2016. Ninth grade students had a 12-percentage point increase from 2014 to 2015, but had a 16-percentage point decrease the next year. Tenth grade students' performance averaged out to 18% over the 5-year period. Overall, student reading proficiency levels were much lower than the state average. The school should continue to review reading instruction for both grade levels with consideration being given to research-based interventions that have the potential for success with at-risk students.



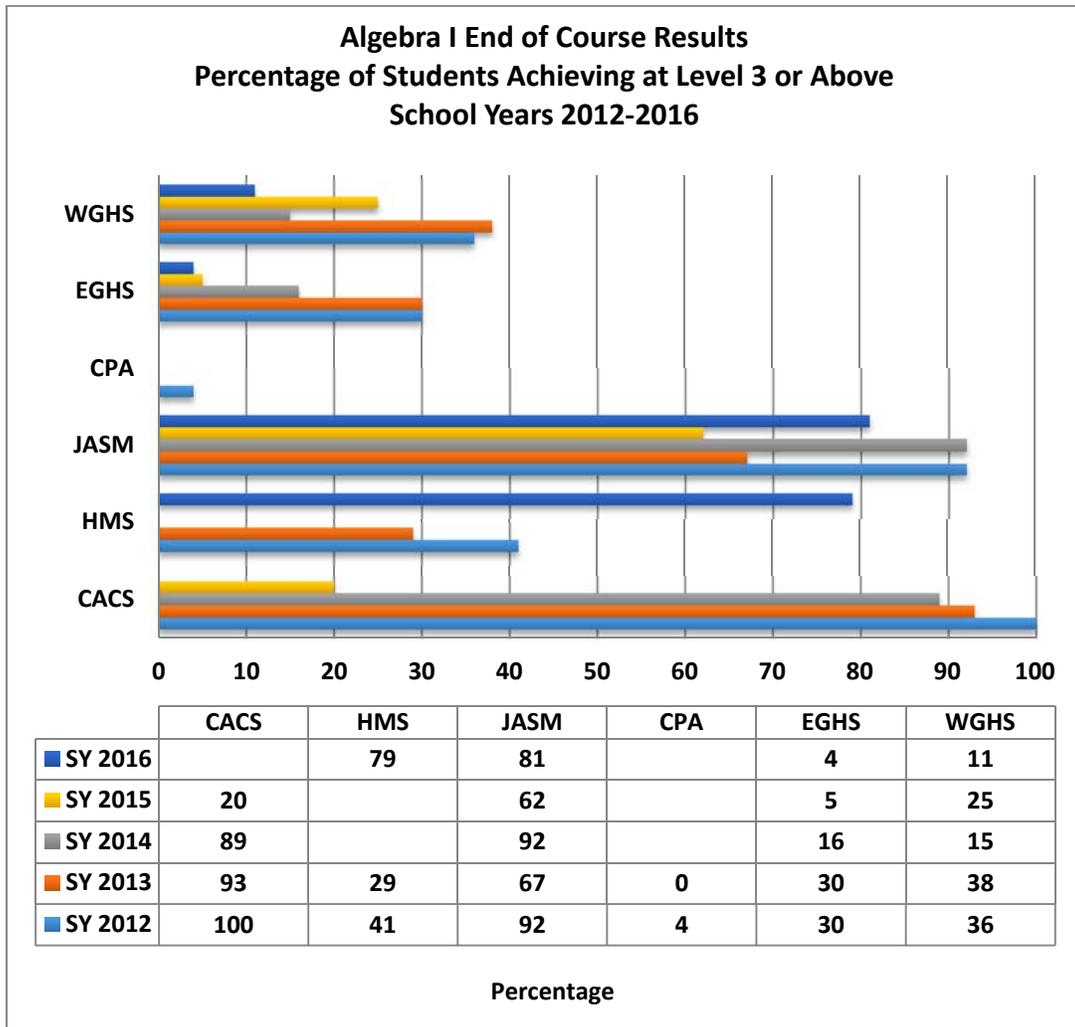
Source: Florida Department of Education Website, 2016

Most recent results of FSA assessment 2016-2017 reveal that:

28% 9th grade **reading** proficiency compared to 2015-2016 proficiency of 14%
 17% 10th grade reading proficiency compared to 2015-2016 proficiency of 26%
 Average of 22.5% for high school grades in 2016-2017; district average 23%; state average 51%

The following exhibit displays longitudinal Algebra I EOC results expanding years 2012-2016. Crossroad Academy and James A Shanks led the district in Algebra achievement over the years covered in the exhibit. It is significant to note that Crossroad Academy achieved 100% proficiency in the course in 2012, but has declined in subsequent years. James A Shanks has experienced a 19 to 30-percentage point variance in performance from 2012-2016.

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Source: Florida Department of Education Website, 2016

Algebra I:

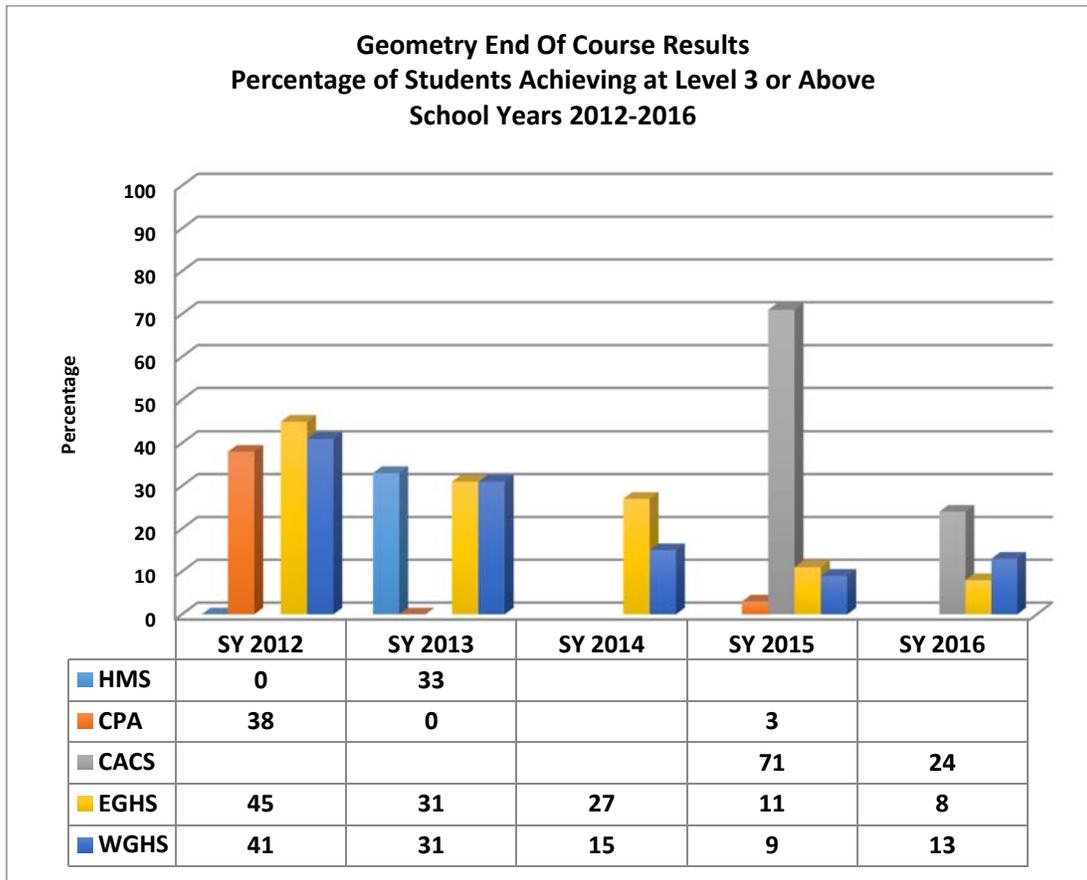
WGHS: 13% in 2016-2017 compared to 11% in 2015-2016

EGHS: 9% in 2016-2017 compared to 4% in 2015-2016

Average 11% proficient for both schools in Algebra I in 2016-2017; district average (all grades/admin) 32%; state average (all grades/admin) 50%

The following exhibit displays longitudinal Geometry EOC results for years 2012-2016. Crossroad Academy led the district in Geometry achievement in 2015 with 71% of the students achieving at or above Level 3, however they declined 47-percentage points in 2016. There was no significant improvement in student performance district-wide for the other schools.

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Source: Florida Department of Education Website, 216

Geometry:

WGHS: 9% in 2016-2017 compared to 13% in 2015-2016

EGHS: 12% in 2016-2017 compared to 8% in 2015-2016

Average of both schools in 2016-2017 10.5%; district average (all grades/admin) 38%; state average (all grades/admin) 45%

The following exhibit displays the district-wide climate survey results for parents. Items S8 (**I feel welcome at this school.**) and S9 (**This school encourages me to be an active partner in educating my child.**) had the highest overall means of 3.64, followed by item S10 (**I feel comfortable talking to someone at this school about my child's behavior.**) with a mean of 3.62. Item S16 (**Cyber-bullying of students via electronic means or devices is a problem at this school.**) had the lowest mean of 1.33, followed by S15 (**Bullying of students at school or school activities is a problem at this school.**) with a mean of 1.4, which signifies no significant problem with bullying at the schools as perceived by parents.

Parent Climate Survey Results
District-wide
School Year 2015-2016
n=741

ITEM	STATEMENT	MEAN
S4	This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.	3.59
S5	This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP, or IB courses).	3.61
S6	This school communicates how important it is to respect students of all sexual orientations.	3.58
S7	This school helps me figure out what social and emotional skills my child needs to develop (e.g. self-control, problem solving, and/or getting along with others.)	3.61
S8	I feel welcome at this school.	3.64
S9	This school encourages me to be an active partner in educating my child.	3.64
S10	I feel comfortable talking to someone at this school about my child's behavior.	3.62

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S11	This school has quality programs for my child's talents, gifts, or special needs.	3.59
S12	Staff at this school care about what families think.	3.61
S13	Racial/ethnic conflict among students is a problem at this school.	1.45
S14	Fighting between students is a problem at this school.	1.47
S15	Bullying of students at school or school activities is a problem at this school.	1.40
S16	Cyber bullying of students via electronic means or devices is a problem at this school.	1.33
S17	This school notifies parents/guardians in the case of a school-wide emergency.	3.60
S18	This school takes effective measures to ensure the safety of students.	3.57
S19	This school has made it clear to my child what he/she must do if there is an emergency, natural disaster or a dangerous situation during the school day.	3.57
S20	The school building is clean and well-maintained.	3.57
S21	This school has high expectations for students.	3.60
S22	My child's teachers make themselves available to me.	3.60
S23	Students have enough healthy food choices at this school.	3.48
S24	This school provides high quality services to help students with social and/or emotional needs.	3.54
S25	When my child does something good at school, I usually hear about it.	3.58
S26	This school communicates school policies and procedures clearly to parents and guardians.	3.58
S27	School rules apply equally to all students.	3.57
S28	Discipline is fair.	3.55

The following exhibit displays climate survey results for the instructional staff at East Gadsden High School. Item S18 (**There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.**) had the highest mean of 3.29, followed by items S6 (**All students are treated the same, regardless of whether their parents are rich or poor.**) and S19 (**I have lots of chances to be a part of class discussions or activities.**) It is worth noting that items S27 (**Students at this school bring guns or knives to school.**) had a mean of 2.17, and S39 (**It is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught.**) with a mean of 2.25. Regarding incidents of “Crime and Violence” at school, approximately 2% felt that they occurred “Regularly”, 6% responded “Occasionally”, 51% responded “Rarely” and 43% responded “Never”. Sixty-five percent (65%) responded that there was “No Problem” with drug use, 30% responded that there was a “Small Problem”, and 5% responded that there was “Somewhat” a problem with drug use.

Climate Survey Results Grades 9 – 12
East Gadsden High School
School Year 2015-2016

ITEM	STATEMENT	MEAN
S6	All students are treated the same, regardless of whether their parents are rich or poor.	3.21
S7	Boys and girls are treated equally well.	2.86
S8	This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	3.00
S9	Adults working at this school treat all students with respect.	2.50
S10	People of different cultural backgrounds, races, or ethnicities get along well at this school.	3.07
S11	Teachers understand my problems.	2.71
S12	Teachers are available when I need to talk with them.	2.93
S13	My teachers care about me.	2.93
S14	At this school, there is a teacher or some other adult who I can go to if I need help because of sexual assault or dating violence.	3.03

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S15	<i>Students respect one another.</i>	2.39
S16	<i>If I am absent, there is a teacher or some other adult at school that will notice my absence.</i>	3.11
S17	<i>At this school, students have lots of chances to help decide things like class activities and rules.</i>	3.11
S18	<i>There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.</i>	3.29
S19	<i>I have lots of chances to be a part of class discussions or activities.</i>	3.21
S20	<i>Students at this school get along well with each other.</i>	2.67
S21	<i>At this school, students talk about the importance of understanding their own feelings and the feelings of others.</i>	3.00
S22	<i>I am happy at this school.</i>	2.68
S23	<i>I feel like I am part of this school.</i>	3.07
S24	<i>I feel socially accepted.</i>	3.07
S25	<i>I feel safe at this school.</i>	2.82
S26	<i>I feel safe going to and from school.</i>	2.85
S27	<i>Students at this school bring guns or knives to school.</i>	2.17
S28	<i>Students at this school threaten to hurt other students.</i>	2.64
S29	<i>Students at this school steal money, electronics, or other valuable things while at school.</i>	2.89
S30	<i>Students at this school damage or destroy other students' property.</i>	2.75
S31	<i>Students at this school fight a lot.</i>	2.68
S32	<i>Students at this school are teased or picked on about their real or perceived sexual orientation.</i>	2.57
S33	<i>Students at this school are teased or picked on about their race or ethnicity.</i>	2.42
S34	<i>Students at this school are teased or picked on about their physical or mental disability.</i>	2.50
S35	<i>Students at this school are often bullied.</i>	2.54
S36	<i>Students at this school try to stop bullying.</i>	2.54
S37	<i>Students often spread mean rumors or lies about others at this school on the Internet via social media.</i>	2.86
S38	<i>Students use/try alcohol or drugs while at school or school-sponsored events.</i>	2.32
S39	<i>It is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught.</i>	2.25
S40	<i>Students at this school think it is okay to get drunk.</i>	2.64
S41	<i>Students at this school think it is okay to try drugs.</i>	2.64
S42	<i>Students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.</i>	2.78
S43	<i>The bathrooms in this school are clean.</i>	2.50
S44	<i>The temperature in this school is comfortable throughout the school year.</i>	2.57
S45	<i>The school grounds are well-kept and free of litter.</i>	2.85
S46	<i>Broken things at this school are fixed quickly.</i>	2.89
S47	<i>My teachers praise me when I work hard in school.</i>	2.78
S48	<i>My teachers often connect what I am learning in the classroom to life outside the classroom.</i>	3.04
S49	<i>The things I am learning in school are important to me.</i>	2.96
S50	<i>My teachers expect me to do my best at all times.</i>	3.06

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S51	My teachers make it clear to me if I misbehave.	3.00
S52	Adults working in this school reward students for positive behavior.	2.64
S53	School rules are applied equally to all students.	3.11
S54	Discipline is fair.	3.14
OVERALL MEAN		2.80

The following exhibit displays climate survey results for grades 6-8 at West Gadsden High School. Item S17 (**There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.**) had a high mean of 3.32, followed by S48 (**My teachers expect me to do my best at all times.**) with a mean of 3.22. Based on the results, very few, if any students try drugs or alcohol while at school, nor do they bring guns or knives to school, as items S26 (**Students at this school bring guns or knives to school.**), S36 (**Students use/try alcohol or drugs while at school or school-sponsored events.**), S37 (**It is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught.**), S38 (**Students at this school think it is okay to get drunk.**) and S39 (**Students at this school think it is okay to try drugs.**) had means ranging from 1.95 to 2.16.

Climate Survey Results Grades 6 – 8
West Gadsden High School
School Year 2015-2016
n=149

ITEM	STATEMENT	MEAN
S6	All students are treated the same, regardless of whether their parents are rich or poor.	2.97
S7	Boys and girls are treated equally well.	2.89
S8	This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	3.05
S9	Adults working at this school treat all students with respect.	2.76
S10	People of different cultural backgrounds, races, or ethnicities get along well at this school.	2.95
S11	Teachers understand my problems.	2.55
S12	Teachers are available when I need * to talk with them.	2.82
S13	My teachers care about me.	2.90
S14	Students respect one another.	2.33
S15	If I am absent, there is a teacher or some other adult at school that will notice my absence.	3.02
S16	At this school, students have lots of chances to help decide things like class activities and rules.	3.00
S17	There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.	3.32
S18	I have lots of chances to be a part of class discussions or activities.	3.04
S19	Students at this school get along well with each other.	2.62
S20	At this school, students talk about the importance of understanding their own feelings and the feelings of others.	2.56
S21	I am happy at this school.	2.77
S22	I feel like I am part of this school.	2.82
S23	I feel socially accepted.	2.91
S24	I feel safe at this school.	2.79
S25	I feel safe going to and from school.	3.07
S26	Students at this school bring guns or knives to school.	1.95
S27	Students at this school threaten to hurt other students.	2.53
S28	Students at this school steal money, electronics, or other valuable things while at school.	2.78

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S29	Students at this school damage or destroy other students' property.	2.60
S30	Students at this school fight a lot.	2.80
S31	Students at this school are teased or picked on about their race or ethnicity.	2.46
S32	Students at this school are teased or picked on about their physical or mental disability.	2.41
S33	Students at this school are often bullied.	2.48
S34	Students at this school try to stop bullying.	2.63
S35	Students often spread mean rumors or lies about others at this school on the Internet via social media.	2.84
S36	Students use/try alcohol or drugs while at school or school-sponsored events.	1.97
S37	It is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught.	1.97
S38	Students at this school think it is okay to get drunk.	2.15
S39	Students at this school think it is okay to try drugs.	2.16
S40	Students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.	3.05
S41	The bathrooms in this school are clean.	2.61
S42	The temperature in this school is comfortable throughout the school year.	2.62
S43	The school grounds are well-kept and free of litter.	2.87
S44	Broken things at this school are fixed quickly.	2.51
S45	My teachers praise me when I work hard in school.	2.71
S46	My teachers often connect what I am learning in the classroom to life outside the classroom.	2.66
S47	The things I am learning in school are important to me.	3.21
S48	My teachers expect me to do my best at all times.	3.22
S49	My teachers make it clear to me if I misbehave.	3.05
S50	Adults working in this school reward students for positive behavior.	2.64
S51	School rules are applied equally to all students.	2.93
S52	Discipline is fair.	2.67
OVERALL MEAN		2.79

The following exhibit displays climate survey results for students in grades 9-12 at West Gadsden High School. Item S28 (*Students at this school threaten to hurt other students.*) had the highest mean of 3.01, followed by Item S49 (*The things I am learning in school are important to me.*) with a mean of 3.00. Item S42 (*Students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.*) had a mean of 2.16, and Item S15 (*Students respect one another*) had a mean of 2.17.

Climate Survey Results Grades 9 – 12
West Gadsden High School
School Year 2015-2016
n=107

ITEM	STATEMENT	MEAN
S6	All students are treated the same, regardless of whether their parents are rich or poor.	2.72
S7	Boys and girls are treated equally well.	2.61
S8	This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	2.80
S9	Adults working at this school treat all students with respect.	2.34

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S10	<i>People of different cultural backgrounds, races, or ethnicities get along well at this school.</i>	2.78
S11	<i>Teachers understand my problems.</i>	2.27
S12	<i>Teachers are available when I need to talk with them.</i>	2.63
S13	<i>My teachers care about me.</i>	2.49
S14	<i>At this school, there is a teacher or some other adult who I can go to if I need help because of sexual assault or dating violence.</i>	2.74
S15	<i>Students respect one another.</i>	2.17
S16	<i>If I am absent, there is a teacher or some other adult at school that will notice my absence.</i>	2.86
S17	<i>At this school, students have lots of chances to help decide things like class activities and rules.</i>	2.54
S18	<i>There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.</i>	2.98
S19	<i>I have lots of chances to be a part of class discussions or activities.</i>	2.86
S20	<i>Students at this school get along well with each other.</i>	2.36
S21	<i>At this school, students talk about the importance of understanding their own feelings and the feelings of others.</i>	2.38
S22	<i>I am happy at this school.</i>	2.59
S23	<i>I feel like I am part of this school.</i>	2.81
S24	<i>I feel socially accepted.</i>	2.46
S25	<i>I feel safe at this school.</i>	2.85
S26	<i>I feel safe going to and from school.</i>	2.27
S27	<i>Students at this school bring guns or knives to school.</i>	2.64
S28	<i>Students at this school threaten to hurt other students.</i>	3.01
S29	<i>Students at this school steal money, electronics, or other valuable things while at school.</i>	2.85
S30	<i>Students at this school damage or destroy other students' property.</i>	2.85
S31	<i>Students at this school fight a lot.</i>	2.51
S32	<i>Students at this school are teased or picked on about their real or perceived sexual orientation.</i>	2.42
S33	<i>Students at this school are teased or picked on about their race or ethnicity.</i>	2.61
S34	<i>Students at this school are teased or picked on about their physical or mental disability.</i>	2.47
S35	<i>Students at this school are often bullied.</i>	2.27
S36	<i>Students at this school try to stop bullying.</i>	2.97
S37	<i>Students often spread mean rumors or lies about others at this school on the Internet via social media.</i>	2.35
S38	<i>Students use/try alcohol or drugs while at school or school-sponsored events.</i>	2.50
S39	<i>It is easy for students to use/try alcohol or drugs at school or school-sponsored events without getting caught.</i>	2.69
S40	<i>Students at this school think it is okay to get drunk.</i>	2.66
S41	<i>Students at this school think it is okay to try drugs.</i>	2.70
S42	<i>Students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.</i>	2.16
S43	<i>The bathrooms in this school are clean.</i>	2.37

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S44	<i>The temperature in this school is comfortable throughout the school year.</i>	2.58
S45	<i>The school grounds are well-kept and free of litter.</i>	2.21
S46	<i>Broken things at this school are fixed quickly.</i>	2.32
S47	<i>My teachers praise me when I work hard in school.</i>	2.37
S48	<i>My teachers often connect what I am learning in the classroom to life outside the classroom.</i>	2.85
S49	<i>The things I am learning in school are important to me.</i>	3.00
S50	<i>My teachers expect me to do my best at all times.</i>	2.82
S51	<i>My teachers make it clear to me if I misbehave.</i>	2.35
S52	<i>Adults working in this school reward students for positive behavior.</i>	2.53
S53	<i>School rules are applied equally to all students.</i>	2.53
S54	<i>Discipline is fair.</i>	2.38
OVERALL MEAN		2.58

The following exhibit displays climate results for the instructional staff at West Gadsden High School. Item S37 (**This school has a written plan that clearly describes procedures to be performed in the event of a natural disaster.**) had the highest mean of 3.46, followed by S35 (**I know what to do if there is an emergency, natural disaster or a dangerous situation during the school day.**) with a mean of 3.40. It should be noted that teachers at this school generally agree that their teaching was not hindered by poor heating, cooling, or lighting systems, as shown in their responses to S41 (**My teaching is hindered by poor heating, cooling, and/or lighting systems at this school.**), which had a mean of 1.73. Item S44 (**Students in my class(es) come prepared with appropriate supplies and books.**) had a low mean of 1.93. Regarding incidents of “Crime and Violence” at school, though not illustrated in the exhibit, approximately 17% felt that they occurred “Regularly”, 30% responded “Occasionally”, 53% responded “Rarely” and 19% responded “Never”. Fifty-five percent (55%) responded that there was “No Problem” with drug use, 40% responded that there was a “Small Problem”, and 5% responded that there was “Somewhat of a Problem”.

School Instructional Staff Climate Survey Results
West Gadsden High School
School Year 2015-2016
n=15

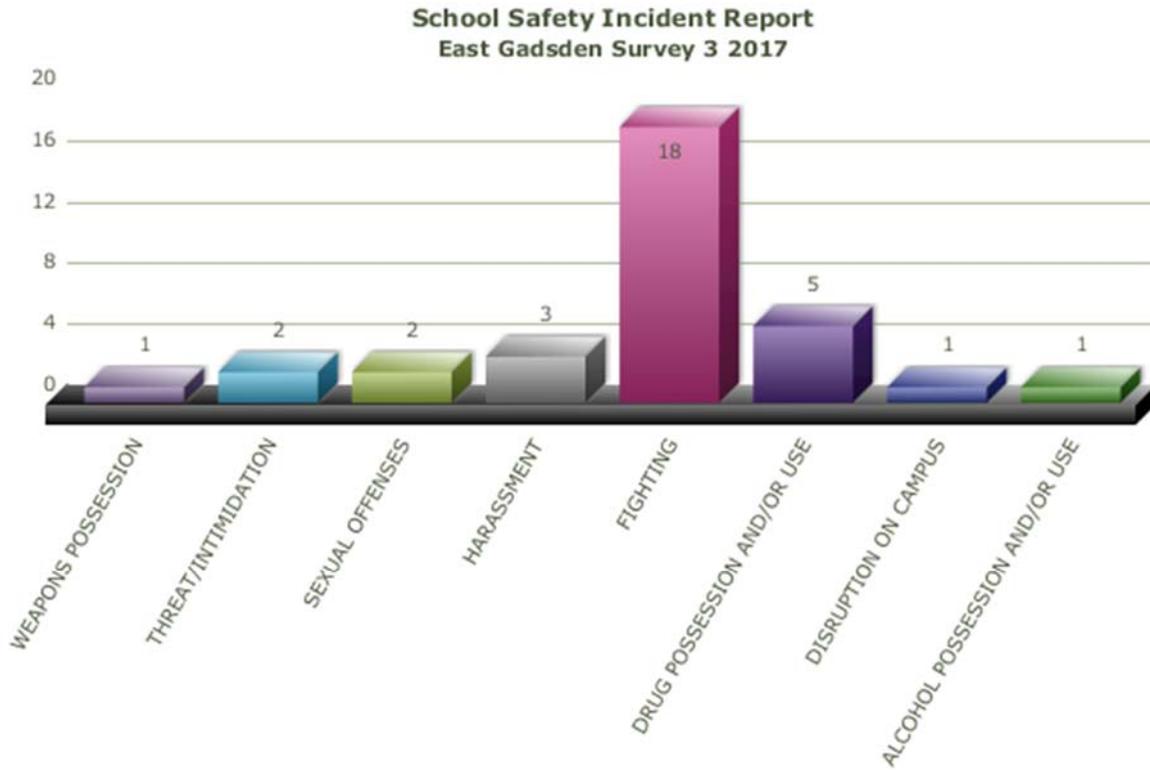
ITEM	STATEMENT	MEAN
S5	<i>All students are treated equally, regardless of whether their parents are rich or poor.</i>	3.06
S6	<i>This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background. (e.g. honors, gifted, AP, and dual enrolled college courses)</i>	2.93
S7	<i>This school provides instructional materials that reflect students' cultural background, ethnicity and identity.</i>	3.13
S8	<i>This school emphasizes showing respect for all students' cultural beliefs and practices.</i>	2.66
S9	<i>Staff do a good job helping parents to support their children's learning at home.</i>	2.86
S10	<i>If a student has done something well or makes improvement, staff contact his/her parents.</i>	2.73
S11	<i>This school asks families to volunteer at the school.</i>	2.66
S12	<i>The school communicates with parents in a timely and ongoing basis.</i>	3.06
S13	<i>My level of involvement in decision-making at this school is fine with me.</i>	2.26
S14	<i>My level of involvement in decision-making at this school * is fine with me.</i>	2.26
S15	<i>Students are given the opportunity to take part in decision-making.</i>	2.46
S16	<i>Administrators involve staff in decision-making.</i>	2.26
S17	<i>I feel satisfied with the recognition I get for doing a good job.</i>	2.40

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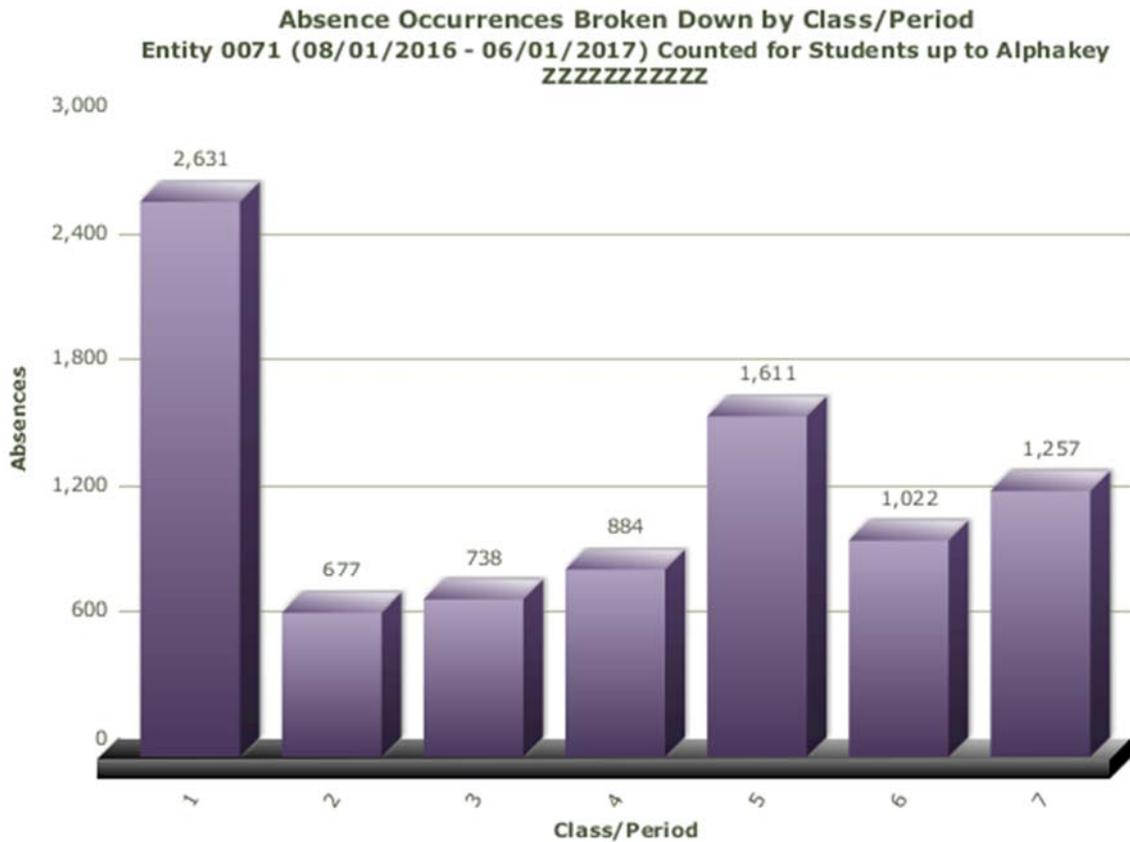
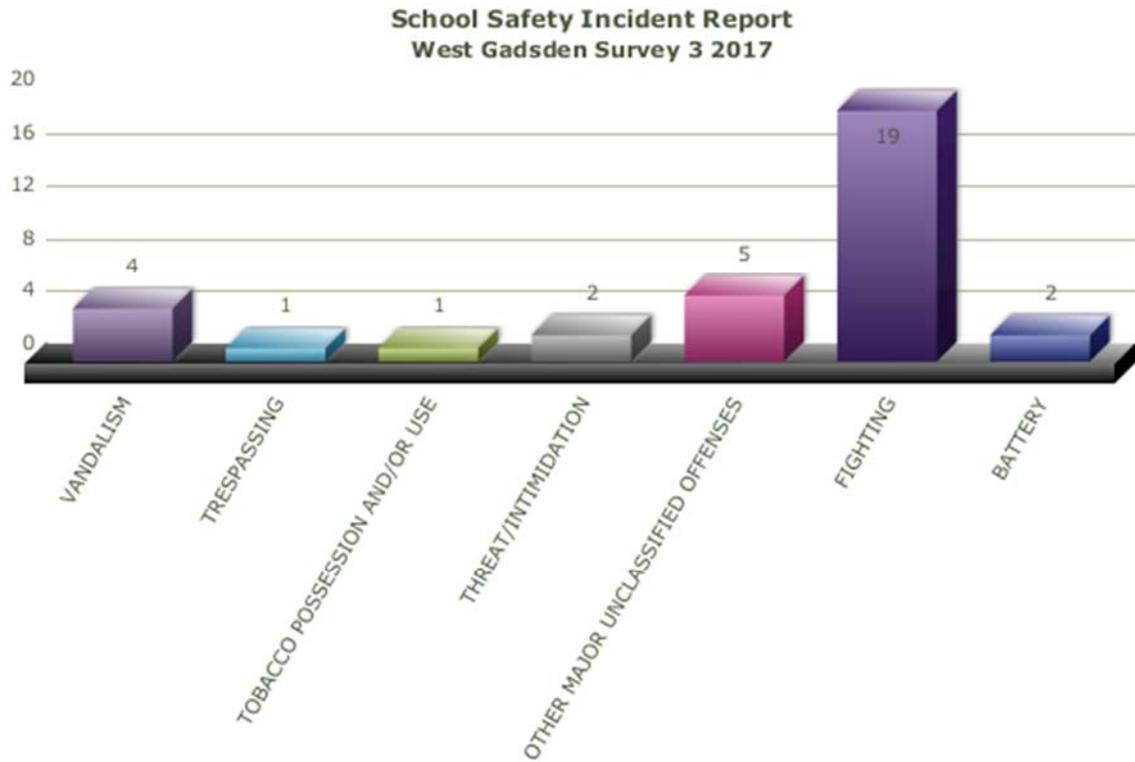
S18	<i>I feel comfortable discussing feelings, worries, and frustrations with my principal/assistant principal.</i>	2.20			
S19	<i>This school inspires me to do the very best at my job.</i>	2.53			
S20	<i>I can manage almost any student behavior problem.</i>	3.20			
S21	<i>I feel safe at this school.</i>	3.26			
S28	<i>I think that bullying is a frequent problem at this school.</i>	2.73			
S29	<i>I think that cyber bullying is a frequent problem among students at this school.</i>	2.86			
S30	<i>Students feel comfortable reporting a bullying incident to a teacher or other staff member.</i>	3.00			
S31	<i>Staff at this school always stop bullying when they see it.</i>	3.20			
S35	<i>I know what to do if there is an emergency, natural disaster or a dangerous situation during the school day.</i>	3.40			
S36	<i>This school has a written plan that describes procedures to be performed if there were a shooting on or near campus.</i>	3.33			
S37	<i>This school has a written plan that clearly describes procedures to be performed in the event of a natural disaster.</i>	3.46			
S38	<i>This school or the district office provides effective training in safety procedures to this staff.</i>	3.00			
S39	<i>This school has an inviting work environment.</i>	2.46			
S40	<i>Staff at this school work together to ensure an orderly environment.</i>	2.93			
S41	<i>My teaching is hindered by poor heating, cooling, and/or lighting systems at this school.</i>	1.73			
S42	<i>My teaching is hindered by a lack of an adequate amount of textbooks and basic supplies.</i>	2.60			
S43	<i>My teaching is hindered by inadequate or outdated equipment or facilities at this school.</i>	2.53			
S44	<i>Students in my class(es) come prepared with appropriate * supplies and books.</i>	1.93			
S45	<i>Teachers at this school feel responsible to help each other do their best.</i>	2.73			
S46	<i>Once we start a new program at this school we follow-up to make sure that it is working as designed?</i>	2.33			
S47	<i>The programs and resources at this school are adequate to support student learning.</i>	2.33			
S48	<i>This school places a priority on students making healthy food choices.</i>	2.46			
S49	<i>This school places a priority on students' physical activity.</i>	3.13			
S50	<i>This school provides quality counseling or other services to help students with social or emotional needs.</i>	2.93			
S51	<i>This school places a priority on helping students with behavioral problems.</i>	2.40			
S52	<i>Staff at this school recognize students for positive behavior.</i>	2.66			
S53	<i>School rules are applied equally to all students.</i>	2.26			
S54	<i>Student discipline is fair.</i>	2.20			
S55	<i>This school effectively handles student discipline and behavioral problems.</i>	2.20			
OVERALL MEAN		2.68			
How often do the following incidents occur at your school?					
S22	<i>Physical conflicts among students.</i>	20%	53%	20%	7%
S23	<i>Robbery or theft</i>	7%	40%	46%	7%
S24	<i>Vandalism</i>	21%	26%	46%	7%
S25	<i>Student Possession of Weapons</i>	0%	7%	40%	53%
S26	<i>Student physical abuse of teachers</i>	0%	14%	46%	40%
S27	<i>Student verbal abuse of teachers</i>	53%	40%	7%	0%
At this school, how much of a problem is . . .		No Problem	Small Problem	Somewhat of a	Large Problem

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				Problem	
S32	Student Drug use?	33%	60%	7%	0%
S33	Student use of tobacco products?	66%	33%	0%	0%
S34	Alcoholic beverages	66%	26%	7%	0%



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APPENDIX II – External Partner Proposal Summary
In Priority Order

***School Turnaround (The Rensselaerville Institute)**
(preferred vendor based on services, schools to be served, multiyear commitment, and price)

The New Teacher Project (TNTP)
(not as competitive for price for full-service contract;
suggests diagnostic first then pricing would be dictated by services needed;
similar services would be more costly than School Turnaround)

EdDirection (School Improvement Network)
(pricing for multi-year and multiple schools higher;
multiple schools services does not include same services as pricing for one school)

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Rensel (1997) NYC	1 school	4 schools GCHS JASMS WGHS GWM	Diagnosis & Services Rensselaerville Institute (a.k.a. School Turnaround) www.rinstitute.org	Times on site	Times virtual	Peer Group meetings	Community
1 year	\$85,000 <u>\$40,000</u> \$125,000	\$215,000 <u>\$40,000</u> \$255,000	<p>Phase one: Assessment of principal, challenges, strengths, data, assessment, curriculum, PD, HR, and leadership pipeline; district turnaround orientation to staff on turnaround strategies and framework (key personnel); one day training on district results framework with district leaders and Board; follow-up support for Board and Supt.;</p> <p>Phase two: Three key leaders from school go to turnaround conference summer before; monthly support for turnaround school with specialist with feedback; set established targets; provide quarterly Board sessions/retreats; mid-year conference to report out and evaluate progress; assessment at end of year 1 reviewing results</p> <p>Goal: Build capacity</p>	15 – 1 to 1.5 day per month visits each year; quarterly Board meeting updates	Daily, Weekly, Monthly – email, calls, webinars, Skype, newsletters	<p>5 conferences over 2 years – 3 days each; 3 days summer before to assess strengths and data; mid-year to report out and assess progress;</p> <p><u>Natl. exp.:</u> TX AL MS NY</p> <p><u>FL exp.:</u> in Polk turnaround few years ago</p> <p><u>Publications:</u> CBS, NY Times Education Week US News and World Report</p>	Community Sparkplugs – philanthropy money to initiate community activities – no cost to district
2 year	\$85,000 <u>\$15,000</u> \$100,000	\$215,000 <u>\$15,000</u> \$230,000	Same as year 1	15 – 1 to 1.5 per month day visits each year; quarterly Board meeting updates	Daily, Weekly, Monthly – email, calls, webinars, Skype	3 day conference summer between years to plan for year 2; 3 day conference mid-year year 2 to report on progress	Community Sparkplugs
3 year	\$35,000	\$35,000	Year 3- – durability/sustainability – monthly cohort meetings through webinars, continued access to turnaround specialist	1 site visit; Board meeting with results	Weekly and monthly cohort meetings	3 day summer following year 2 to plan for sustainability	Community Sparkplugs
3 yr. tot.	\$260,000	\$520,000					

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TNTP (1997) Brooklyn NY	1 school	3 schools GCHS JASMS WGMS	Diagnosis & Services The New Teacher Project Joe.hettler@tntp.org	Times on site	Times virtual	Peer Group meetings	Community
1 year	Phase 1 \$39,045 Diagnosis Phase 2 \$105,000 to \$145,000 October to June for support services Company is not offering full TOP services for this price; strategic diagnosis and assistance to district to start	Pricing would not be as much as for one school but would depend on type of services identified and frequency of visits and cost of travel	Phase 1 Define key challenges and develop strategies for addressing them; focus on talent, academics, and culture; identify biggest areas of growth; submit recommendation – identify root causes of challenges and strengths Phase 2 (depending on diagnosis) potential support could include focus on leadership/talent evaluation; community/culture focus through 2 way teacher contact with parent; building and implementing academic programs; ensuring resources are allocated; strategic consulting and coaching; help recruit and train new teachers; academic strategy and human capital management – generate practical solutions – customized focus area(s) based on diagnosis and agreed upon deliverables (achievement, retention, transition, etc.) Some presence at Board meetings and workshops as requested Goal: Build capacity	Phase 1: 1-2 days onsite to gather data and interview principals 1 four-day site visit for classroom walks and academic diagnostic after start of year 1 onsite focus group Phase 2 Varies by need and identified services; every other week 2-3 days during yr. 1	1 virtual collection of data technical support as necessary during support provided through phone, email, and other feedback	Not really but can be arranged <u>Natl. exp:</u> Memphis New Orleans NYC DC <u>FL exp:</u> In several Florida schools presently <u>Publications:</u> 2009-2016 (ten) Teacher pay, teacher retention, teacher culture, classroom observations, accountability under ESSA	Template for family engagement strategy Template for teacher parent communication
2 year	Varies based on services provided	Varies based on services provided	Would depend on type of identified services and direction wanted to go	Varies by need and identified services			
3 year	Varies based on services provided	Varies based on services provided	Some sustainability support				
3 yr. tot.	Varies	Varies	Projected full services start around \$300,000K per year for 1 school – costs may taper minimally in later years				

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EdDirect (2007) Utah	1 school	8 schools (our choice)	Diagnosis & Services (one school) EdDirection rshumway@cicerogroup.com School Improvement Network (Ryan Souter)	Times on site	Times virtual	Peer Group meetings	Community
1 year	\$200,000	\$200,000 Collect data regularly and analyze for all schools; summer planning with teams – create year-round and three 90 day plans; regular reporting on outcomes and implementation fidelity to schools and districts; ED develop a schoolwide decision protocol; teach PLCs how to function best	Comprehensive on-site appraisal in every classroom through observation, seeking input from every teacher, one-on-one interviews and the community contribute ideas through focus groups Collect relevant data (their tools); train leadership team in summer, create yearlong plan and three 90 day plans to be followed throughout the year Ongoing data collection and analysis; prepare schoolwide decision protocol to identify strategies for focus EdDirection coaches provide extensive summer and quarterly training and on-the ground coaching to help principals distribute and improve school leadership – the combined EdDirection and school leadership team lead the school; plan and role play for future actions; PLCs collaborating effectively to plan instruction and assessment and review data to make adjustments (EdDirection coach to assist in training how to do this) Teacher Coaching – EdDirection coaches engage in collaborative coaching cycles and tailor learning	One school 3 summer days then quarterly for Planning sessions Every other week on site Quarterly for implementation fidelity site visits 8 schools Summer planning with teams Quarterly coaching (50% in person) monthly Quarterly ½ day site visits with district and EdD to observe progress and discuss feedback	One school Weekly (50% in person) for Team meetings; Weekly and 50% in person each month for PLC meetings Once monthly for PLC coaching (50% in person); twice monthly (50% in person) for teacher coaching 8 schools coaches quarterly monthly (50% in person)	None Natl. Exp. N. Dakota DC Bill Gates Foundation Denver Public Sch. WA state Harvard UT AZ Schs. IN Vandeburg MA (KIPP) Bush Foundation MA Portland, OR Utah Bd. Of Education Dell Found.	Not unless this is the focus area
2 year	n/a	\$200,000	No projections given				
3 year	\$500,000	\$200,000	No projections given				
3 yr. tot.	\$500,000	\$600,000					