

ADDENDUM to Gadsden County Phase 2 Turnaround Plan

Gadsden County School District's primary turnaround objective is to assist Gadsden County High School in reaching a "C" accountability grade by the end of 2017-2018. The district plans to do this with the assistance of an external partner for the 2017-2018 school year. In an effort to be proactive in the event that the school does not reach a "C", Gadsden County School Board will develop a contingency plan for the high school to become a charter school. After the 2017-2018 school year has started, the district will begin its search for an appropriate charter school operator that has evidence-based experience effecting turnaround change for a district with similar demographics to Gadsden County. By January 2018, the district should have selected at least three charter school operators for the Gadsden County School Board's consideration. By March 2018, the Gadsden County School Board should have selected a charter school operator and will begin contract negotiations for the operation of Gadsden County High School, if the school fails to make a grade of "C". By the end of May 2018, after the district has verified preliminary accountability scores for the high school for 2017-2018, the district will finalize contract development with the selected charter school operator, if the school fails to generate enough points to earn a grade of "C". The district will continue to work with an external partner during 2017-2018 to effect school reform and academic achievement. The district will also continue a Superintendent mentorship through Florida Association of District School Superintendents (FADSS) with past Superintendent William Vogel. Bill is in daily contact with the Superintendent working hand-in-hand with the district on the turnaround effort, recruitment efforts, and in reviewing district practices and systems that will help not only one school, but all schools.

Attached to this addendum is a revised scope of work for the two candidates for external partners for the 2017-2018 school year. All references made in the scope of work come directly from the partners' proposals to the district. The scope of work for our preferred partner has been revised to be a one-year plan and to target only Gadsden County High School. As part of the district turnaround plan, Gadsden is putting a full-time reading specialist, math specialist, and science specialist into the school, in addition to assuring that the school is fully staffed with qualified teachers when school opens August 14, 2017. The reading specialist has had five years of turnaround experience in improving literacy through coaching and modeling instructional strategies; the math specialist is a former teacher with a highly effective evaluation in the non-VAM score higher level math subjects. The district is in the process of recruiting a highly effective science specialist. Two advertisements for the position have not generated candidates who meet highly qualified criteria so the district is continuing the search. The specialists will do deep internal reviews of instructional practices, interventions, and assessments related to their subject areas and make recommendations for changes to improve all components. The principal will be provided with all the necessary resources to succeed and the autonomy and flexibility to implement change.

Gadsden County has reached out to develop partnerships with Florida State University (FSU) College of Education and FSU College of Medicine (Science Students Together Reaching Instructional Diversity and Excellence - SSTRIDE program) to recruit adjunct professors to teach the hard-to-staff math and science subjects. SSTRIDE is also under contract with the district to provide FSU taught classes of Algebra and Biology to non-SSTRIDE students during 2017-2018. The partnerships include graduate students and education interns to assist certified instructors; developing rigorous science and math curriculum; incentive pay for successful End of Course exam results; and requires a commitment to provide instructional services for an entire year for the high school. Teachers with less than effective VAM scores will be counseled immediately and will be scheduled to be moved as soon as an effective or highly effective teacher has been identified for the position, from within the district or through recruitment, who is also certificated to teach the subject and/or grade level. Teachers with less than effective VAM scores will receive an individual professional development plan scheduling improvements necessary to raise their professional capacity to an effective status. They will also be assigned an effective or highly effective teacher mentor to assist them in their improvement process. Gadsden County has already started discussions with the local bargaining unit and has developed a draft MOU for their consideration which has built in incentives for recruitment of highly qualified teachers, their retention, and bonuses for high levels of academic and instructional improvement. The bargaining unit's chief negotiator has agreed to work closely with the district in implementing the changes necessary to address this educational emergency.

VAM

Year	School	Total VAM teachers from latest VAM data 2015-16	Highly Effective	Effective	Needs Improvement	Unsatisfactory	Total number teachers	Grade configuration
2015-2016	East Gadsden High School	15	1 7%	6 40%	2 13%	6 40%	59	High Sch. Grade 9-12
2016-2017	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
2016-2017	East Gadsden High School	10	1 10%	4 40%	3 30%	2 20%	56	High School Grade 9-12
2017-2018	Gadsden County High School <i>(combo 9-12 from EGHS/WGHS)</i>	8	0 0%	5 62.5%	2 25%	1 12.5%	56	High School Grade 9-12

List of teachers for Gadsden County High School for 2017-2018 with VAM scores:

Subject	Teacher	VAM most recent 2015-16 plus notes on principal evaluation of teacher	New teacher to school in 2017-18
Math	Vacant	n/a	
Math	John Thommen	No score; <i>effective evaluation</i>	no
Math	Prudence Dortch	No score; <i>effective evaluation</i>	no
Math	Cedric Campbell	Effective	no
Math	Shakera Stallworth	No score yet; new	no
Math	Joseif Pinkston	No score; <i>effective evaluation</i>	no
Math	Adam Hurdle	No score; <i>effective evaluation</i>	no
Science	Zonelle Hanley	n/a; <i>effective evaluation</i>	no
Science	Gregory Johnson	Effective	no
Science	Michael McDaniel	n/a; <i>effective evaluation</i>	no
Science	Khadijah Weathers	n/a; <i>effective evaluation</i>	no
Science	Elliot Hogan	n/a; <i>effective evaluation</i>	no
Agriscience	Vacant	n/a; <i>effective evaluation</i>	n/a
Social Science	O'Hara Black	n/a; <i>effective evaluation</i>	no

Subject	Teacher	VAM most recent 2015-16 plus notes on principal evaluation of teacher	New teacher to school in 2017-18
Social Science	Peggy Rambosk	n/a; <i>effective evaluation</i>	yes
Social Science	April Denton	n/a; <i>effective evaluation</i>	no
Social Science	Gabriel Stephens	n/a; <i>effective evaluation</i>	no
Social Science	Lee Evans	n/a; <i>effective evaluation</i>	yes
Social Science	Erica Farmer	n/a; <i>effective evaluation</i>	no
Social Science	Buford Manion	n/a; <i>effective evaluation</i>	yes
English	Vacant	n/a	n/a
English	John Nogowski	n/a; <i>effective evaluation</i>	yes
English	Kenyatta Smith	Needs Improvement	yes
English	Prance Berry	Needs Improvement	no
English	Tammy Sherman	Unsatisfactory	no
English	Kaloma Smith	No score yet; new	yes
English	Tomeka Lightfoot	Effective	yes
English	Tireshia Galloway	Effective	yes
Reading	Sharita Baker	Effective	yes
Reading	Kiffani Browning	No score yet - new	yes
Reading Spec.	Kimberly Cummings	No score – had effective score but has been teaching in Ga. for past two years	yes
Math Spec.	Calvin Robinson	<i>Highly effective evaluation</i>	yes
Reading Spec.	Doris Hinson	<i>Highly effective evaluation</i>	yes
Science Spec.	TBD	n/a	yes
Spanish	Ricardo Estremera	n/a; <i>effective evaluation</i>	yes
Spanish	Vacant	n/a	
Media Spec.	Sonya Wilson Lewis	Needs Improvement – not assigned to classroom	yes
Band	Caddrick Smith	n/a; <i>effective evaluation</i>	yes
Music	Ronte Harris	n/a; <i>effective evaluation</i>	no
Art	Bridget Akers	n/a; <i>effective evaluation</i>	no
Art	Anthony Knight	n/a; <i>effective evaluation</i>	no
JROTC	Rodney Lewis	n/a; <i>effective evaluation</i>	no
JROTC	Charles Roberts	n/a; <i>effective evaluation</i>	yes
Physical Ed.	Claudette Farmer	n/a; <i>effective evaluation</i>	no
Physical Ed.	Abdual Howard	n/a; <i>effective evaluation</i>	no
Physical Ed.	Douglas Stephens	n/a; <i>effective evaluation</i>	yes
ESE	Deborah Bailey	n/a; <i>effective evaluation</i>	no
ESE	Sheribeth Marquis	Needs Improvement – not assigned to core subject	yes
ESE	Keyshia Payton	n/a; <i>effective evaluation</i>	yes
ESE	Ja’Nay Wynn	n/a; <i>effective evaluation</i>	no
ESE	Rosalyn Collins	n/a; <i>effective evaluation</i>	no
ESE	Vacant	n/a	
ESE	Vacant	n/a	
ESE Support	Linda Thomas	n/a; <i>effective evaluation</i>	no
CTE	Renee Presha	n/a; <i>effective evaluation</i>	yes

Subject	Teacher	VAM most recent 2015-16 plus notes on principal evaluation of teacher	New teacher to school in 2017-18
CTE	Jamaal Holt	n/a; <i>effective evaluation</i>	no
CTE	James Bradwell	n/a; <i>effective evaluation</i>	no
Health Science	Alesia Grimsley	n/a; <i>effective evaluation</i>	no
Law Academy	Brianca Murphy	n/a; <i>effective evaluation</i>	no
Law Academy	Kimblin Nesmith	n/a; <i>effective evaluation</i>	no
Behavior Spec.	Andrew Moten	n/a	yes
Behavior Spec.	Joseph Striplin	n/a	no
Behavior Spec.	Diane Frost Walker	n/a	no
Behavior Spec.	Anthony James	n/a	no
Guidance	Maresha Alexander	n/a	no
Guidance	Edna Henson	n/a	no
Guidance	Tamela Hinson-Maynor	Needs Improvement ; not assigned to classroom	no
Guidance	Trinika Trotter	n/a	no
ISS Teacher	Mary Swain	n/a	no
Secretary	Allen Robinson	n/a	no
Secretary	Floria Green	n/a	no
Bookkeeper	Carla Spates	n/a	no
Office Mgr.	Irene Elias	n/a	no
Receptionist	Doloes Quintero	n/a	yes
Principal Sec.	Tinika McNeil	n/a	no
Drivers Ed.	Not filling	n/a	n/a
Parapro	Keshandra Highman	n/a	no
Parapro	Hazel Clove	n/a	no
Parapro	Brenda Perry	n/a	no
Parapro	Patricia Jackson	n/a	no
Parapro	Carolyn Poythress	n/a	no
Parapro	Rodrick Whitehurst	n/a	no
Parapro	Jennifer Tsigbey	n/a	no
Parapro	Tisher Akins	n/a	no
Custodian	Barbara McCall	n/a	no
Custodian	Raymond Miller	n/a	no
Custodian	Williams Johnson	n/a	no
Custodian	Faye Lynn	n/a	no
Custodian	Dwight West	n/a	no
Custodian	Sharon Williams	n/a	no
Custodian	Latoya Winbush	n/a	no
Custodian	Derrick Stevens	n/a	no
Custodian	Sylvia Sanders	n/a	no
Custodian	Geraldine Kenon	n/a	no
Custodian	Cedrick Walker	n/a	yes
	90 total staff		
	56 teachers including ESE, CTE , JROTC, PE, Art, Music, Foreign Lang., Drivers Ed., and Law Enf.		

Subject	Teacher voluntary transfer out of school	VAM most recent 2015-16 plus notes on principal evaluation of teacher	To another GCPS school
Physical Ed.	Gino Bullock	n/a; <i>effective evaluation</i>	yes
Music	Randolph Bush	n/a; <i>effective evaluation</i>	no
ELA	Andrika Conyers	Effective – moved from area	no
ELA	Jean Dabady	No score – new; not recommended back	no
Reading	Traci Hewitt	Unsatisfactory – not recommended back	no
Social Science	Brandon Hill	n/a; <i>effective evaluation</i>	yes
ESE	Cortney Hodgen	n/a; <i>effective evaluation</i>	no
CTE	Chaven Lockwood	Effective – needs to renew certification	no
Science	Yesenia Mendez	n/a; <i>effective evaluation</i>	no
Foreign Lang.	Shirley Niekus	n/a; <i>effective evaluation</i>	no
Reading	Precillia Pierre	No score – new; resigned	no
Reading	Corbin Robinson	No score – new; not recommended back	no
ESE	Maggie Strickland	n/a; <i>effective evaluation</i>	no
Science	Tatyana Trotman	n/a; <i>effective evaluation</i>	no
Math	Frederic Hussein	Highly Effective – will be considering moving back to high school	yes
Media Serv.	Peggy Simmons	n/a; <i>effective evaluation</i>	yes

List of teaching vacancies for the high school as of July 12, 2017

- 1 Agriscience teacher
- 1 Liberal Arts math teacher
- 1 Spanish teacher
- 1 English teacher
- 2 ESE teachers

Rensselaerville experience (partial) in similar demographic districts/schools

Anniston HS in Anniston, Alabama

Demographics

- 9-12 with 504 students
- 95% black
- 39 teachers 13:1 teacher student ratio
- 63% grad rate (district)
- 66% FRL

Accomplishments:

- made AYP after first year of partnership
- increased cohort proficiency by 20% points in reading and 24% points in math
- graduation rate change from 58% to 86% in two years
- marked decrease in behavior rates
- attendance increase from 92% to 95%

George Carver HS Birmingham, Alabama

Demographics

- 9-12 with 810 students
- 89% black
- 49 teachers 17:1 teacher student ratio
- 76% grad rate (district)
- 60% FRL

Accomplishments:

- In 1 year 4 of 5 Birmingham high schools showed an average 50% increase in the numbers of students meeting and exceeding the 11th grade ACT benchmark
- Carver HS showed a 200% increase

Odessa HS Ector County, TX

Demographics

- 9-12 with 2,779 students
- 82% Hispanic
- 163 teachers 17.6:1 teacher student ratio
- 63% grad rate (school)
- 31% FRL

Accomplishments

- Cohort increase of 36% points in math; 10% points in ELA; 36% points in Science

Permian HS Ector County, TX

Demographics

- 9-12 with 2,573 students
- 69% Hispanic
- 152 teachers 17:1 teacher student ratio
- 63% grad rage (school)
- 24% FRL

Accomplishments:

- Cohort increase of 35% points in math; 24% points in ELA, 37% points in Science

Lake Shipp Elementary Polk County, FL

Demographics

- pK-5 with 600 students
- 38% African American
- 34 teachers 17.1 teacher student ratio
- 62% FRL

Accomplishments

- Third grade cohort increase of 25% points in Math; 15% points in Reading

Gaston Middle Northampton, NC

Demographics

- 5-8 with 202 students
- 93% African American
- 17 teachers 12:1 teacher student ratio
- 98% FRL

Accomplishments:

- Sixth grade math scores improved by 31% points

Conway Middle Northampton, NC

Demographics

- 5-8 with 384 students
- 70% African American
- 23 teachers 17:1 teacher ratio
- 99% FRL

Accomplishments:

- Eighth grade reading scores improved by 19% points

Garysburg Elementary Northampton, NC

Demographics

- pK-5 with 238 students
- 96% African American
- 16 teachers 15:1 Teacher student ratio
- 87% FRL

Accomplishments:

- Fourth grade math scores increased by 19% points

TA Sims Elementary Fort Worth, Tx

Demographics

- pk-5 with 800 students
- 85% Hispanic
- 12% African American
- 45 teachers 18:1 teacher student ratio
- 86% FRL

Accomplishments

- Fourth grade reading increased by 22% points

Kirby MS Fort Worth, Tx

Demographics

- 6-8 with 700 students
- 63% Hispanic
- 56 teachers 15:1 teacher student ratio
- 82% FRL

Accomplishments:

- Seventh grade reading scores improved by 22% points
- Third grade math improved by 35% points

Rensel (1997) NYC	1 school	Diagnosis & Scope of Work Rensselaerville Institute (a.k.a. School Turnaround) www.rinstitute.org	Times on site	Times virtual	Experience	Community
1 year	<p>Phase 1 \$40,000 diagnosis (July- August – 2 months)</p> <p>Phases 2-6 \$85,000 targeted support and specialist services (September- June – 10 months)</p> <p>Total \$125,000</p>	<p>Phase 1 (diagnostic) Assessment of principal, challenges, strengths, data, assessment, curriculum, PD, HR, and leadership pipeline through basic data analysis, site visits, rubrics, and Caliper leadership tool to determine readiness and capacity for leading turnaround and meeting student achievement targets; provide set of turnaround recommendations and tiered intervention plan for leadership development and school support; work with district leadership and personnel to understand strengths and challenges in areas of data analysis, assessment, curriculum, professional development, human resources, and leadership pipeline. Provide a set of turnaround recommendations aligned with district vision designed to move into a cohesive turnaround strategy; conduct intensive visit to analyze environment, school structures, teaching and learning strengths and challenges, community and family engagement, and leadership team; conduct an asset map of resources in each classroom; assign a specialist to work with the principal on crating strong structures that support learning (schedule, formative assessments, staffing, resource deployment, model classrooms, etc.); specialist will establish a trusting and blunt relationship with principal for core turnaround work; train district leadership and key staff on turnaround strategies and framework to prepare key personnel for support of turnaround principal; follow-up support for Board and Supt.</p> <p>Phases 2-6 (all within one year) Principal and key leaders from school go to turnaround conference summer before to analyze data, diagnose needs, propose strategies; proven turnaround specialist assigned to work daily with principal virtually and on site to set established targets; ST will train principal and team to diagnose school, set targets and use strategies to create a turnaround design; provide a school turnaround</p>	<p>Phase 1 A three day conference with principal and key staff to assess data and talent strengths (July-August)</p> <p>Phase 2 2-5 days on site for an intense visit to analyze environment, school structures, teaching and learning strengths and challenges, community and family engagement, and leadership team; conduct an asset map of resources; assign specialist to work with the principal to create strong structures that support learning (schedule, formative assessments, staffing, resource deployment, model classrooms, etc.)</p> <p>Phase 3 Provide ongoing technical assistance; 15 days – 1 to 1.5 day per month visits; model classroom training; provide monthly support materials; provide written summary of each</p>	<p>Daily, Weekly, Monthly – email, calls, webinars, Skype, newsletters</p> <p>Specialist will be in contact with principal weekly regarding actions and progress toward meeting targets; mandatory attendance at TA webinars for principal and staff</p>	<p>Natl. exp.: TX AL MS NY</p> <p>FL exp: in Polk turnaround</p> <p>Publications: CBS, NY Times Education Week US News and World Report</p>	<p>Community Sparkplugs – philanthropy money to initiate community activities – no cost to district</p>

		<p>specialist who will be assigned to support the principal; collaboration with district to assure school-based approach to assessment results in daily use of data at the class and student level toward hitting established targets; create an assessment database for each school; establish a scoring and disaggregation mechanism; training key leaders and teachers on data use; establishing clear PLCs that use and understand data on a weekly basis; create usable reports for students, parents, and school support staff; facilitation and support at two board work sessions for retreats on strategy and results frameworks; bi-monthly professional development webinars and cohort meetings; developing and instituting strong transition and succession frameworks and protocols; leveraging the pipeline of incoming and readiness level leaders</p> <p>Sustainability: upon successful completion of turnaround, principal will shift focus to expanding leadership within the school, deepening the turnaround approach in long-term durable strategies, and introducing innovation; this will be facilitated by ST in bi-monthly cohort meetings; professional development webinars; and continued access to turnaround specialists; ST will work with district leaders to assure sustainability and durability of student success and school capacity by: developing and instituting strong transition and succession frameworks and protocols; and leveraging the pipeline of incoming and readiness level leaders</p> <p>Goal: Build capacity</p>	<p>visit and next steps to undertake</p> <p>Phase 4 A three-day conference in January to make any mid- year adjustments</p> <p>Phase 5 quarterly Board meeting updates</p> <p>Phase 6 A three-day conference with principals and key staff to do reflecting and focus on planning for sustainability</p>			
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TNTP (1997) Brooklyn NY	1 school	Diagnosis & Scope of Work The New Teacher Project Joe.hettler@tntp.org	Times on Site	Times virtual	Experience	Community
1 year	<p>Phase 1 \$39,045 Diagnosis (July- September - 3 months)</p> <p>Phase 2 \$105,000 to \$145,000 (October to June - 8 months) for targeted support services – depending on what the focus area is</p> <p>Total \$184,045</p> <p>Company is not offering full TOP services for this price; company has quoted Full year services to be around \$300,000</p>	<p><i>Phase 1</i></p> <p>Collect and analyze relevant student demographic, mobility, attendance and achievement data to look for challenges, areas for growth, and potential strengths; collect and analyze teacher performance, school culture, and staffing data and gather information about the current curriculum, student and teacher supports, and school culture plan (create one picture of where the school is at it heads into Phase 2 of turnaround to inform diagnostic components); conduct one-on-one interviews with district and school leaders, coaches and academic specialists who support the school, teacher leaders, and other stakeholders who have knowledge of the school’s context, strengths, and areas for growth (focus on leadership, people, academics, and school culture/operations); aggregate qualitative data and identify areas for deeper inquiry; conduct additional in-depth interviews and data analysis on specific aspects of the school based on focus areas flagged in initial one-on-one interviews; two days of training on observing standards-aligned instruction and collecting evidence of the shifts this instruction requires; multiple days of classroom walks to gather real-time data on what students are experiencing; collect student work and analyze for rigor and alignment to standards; present results to district; conduct one or more focus groups with teachers to build knowledge of challenges and support to overcome challenges; create final memo outlining recommendations and action steps</p> <p><i>Phase 2 (depending on diagnosis – would be part of partial or whole service plan purchased separate from diagnostic)</i></p> <p>Continuation of services will be focused on implementation support; potential support could include focus on leadership/talent evaluation;</p>	<p>Phase 1</p> <p>1-2 days onsite to gather data and interview principals</p> <p>1 four-day site visit for classroom walks and academic diagnostic after start of year</p> <p>1 onsite focus group</p> <p>Phase 2</p> <p>Varies by need and identified services</p> <p>Full year services include every other week 2-3 days for 8 months – if full year services are purchased</p> <p>Some presence at Board meetings and workshops as requested</p>	<p>1 virtual collection of data</p> <p>technical support as necessary during support provided through phone, email, and other feedback</p>	<p>Natl. exp: Memphis New Orleans NYC DC</p> <p>FL exp: In several Florida schools presently – experience varies based on district need from simple diagnostics to training teachers to full implementation</p> <p>Publications: 2009-2016 (ten) Teacher pay, teacher retention, teacher culture, classroom observations, accountability under ESSA</p>	<p>Create a template for family engagement strategy</p> <p>Create a template for teacher parent communication</p>

		<p>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.)</p> <p>Goal: Build capacity</p>				
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