

STATE BOARD OF EDUCATION

Action Item

July 18, 2018

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

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.33, Florida Statutes

EXECUTIVE SUMMARY

DeSoto has one school that requires a new turnaround plan:

- Nocatee Elementary School

Supporting Documentation Included: Turnaround Option Plan for Nocatee Elementary School and District response letter. Contract with External Operator (under separate cover)

Invited Presenters: Adrian Cline, Superintendent, DeSoto County Public Schools; Deborah Snyder, School Board Chair; Hershel Lyons, Chancellor, K-12 Public Schools; and Julio Nazario-Valle, Regional Executive Director, Bureau of School Improvement



Turnaround Option Plan – Phase 2 DeSoto County Public Schools

This form, to be used by districts for implementation in 2018-19, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

Turnaround Option Plan – Phase 2
for districts implementing in 2018-19

Nocatee Elementary School 081

Part I: Needs Assessment

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

I can benefit from additional staff development opportunities in the following areas: (Select at least 3 no more than 6)

- Instructional needs of students identified as gifted 15%
- Teaching and addressing the needs of students with special needs and/ or disabilities (ESE, 504) 33%
- MTSS- Identifying early and appropriate interventions to help struggling students 29%
- Teaching (and addressing the needs of) limited English proficient students 25%
- Effective methods for improving student behavior in the classroom 34%
- Understanding and using data and assessments to improve classroom practice and student learning 31%
- Research-based best instructional practices 17%
- Curriculum integration/ project based learning 36%
- Differentiated instruction 29%
- Socratic Seminar or other college readiness strategies 3%
- Student engagement and motivation/ classroom climate 31%
- Effective use of technological resources to improve teaching practice and student learning 38%
- Rigor, Relevance, and Relationship 23%

I can benefit from additional content specific professional development in ELA: (Select all that apply)

- Classroom setup and learning centers 31%
- Guided reading 16%
- Reading Strategies 39%
- Literature Circles Performance-based assessment and grading 22%
- Text complexity 18%
- K-12 Writing continuum across content areas 33%

I prefer to participate in staff development that is: (Select only one)

- Scheduled on a released-time basis, with coverage provided (During school day) 16%
- Scheduled during teacher planning time 2%
- Scheduled on students' early release day (half day PD) 62%
- Scheduled after regular work hours (after school) and/or on week nights 2%
- Scheduled during times when school is not in session (Saturdays/ Summer) 4%
- Delivered online 14%

I prefer to receive professional development in the following ways: (Select at least 1 no more than 3)

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Online/ Self-paced 48%
 Mentoring/ Internship/ Coaching 16%
 Problem-based projects 5%
 Small study groups (PLC) 35%
 Lesson Study 4%
 Traditional face-to-face/ Workshop model 55%
 Blended (a combination of face-to-face and online) 28%

Teachers continue to need professional development in project based learning which can include student engagement strategies. They are in need of how to integrate technology into their lessons. Teachers struggle with classroom management and how to differentiate instruction and grade based on student’s needs. Particularly when students are more than a year below grade level. Reading strategies are a top priority. Many students struggle with basic decoding skills, but many teachers in the intermediate grades are not trained to deliver phonics and fluency lessons to students.

Teachers prefer to receive face to face professional development, but would like longer periods of training. Planning time is not an ideal time to receive training. The overwhelming majority of teachers prefer professional development be delivered via early release days with a focus on continuous follow up trainings.

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

The district leadership team has determined the best turnaround option for Nocatee Elementary School is an External Operator to provide guidance in leadership, curriculum, and professional development.

The district leadership team believes an External Operator partnership is the only possible option for providing teachers with support in delivering standards-based instruction and in implementing systems that will lead to school improvement. Additionally, Nocatee Elementary School is in a very rural area and often struggles to retain and hire highly qualified teachers. This option is the only option that will possibly ensure that the school is able to retain enough effective and high effective teachers to maintain class size ratios and deliver the needed improved instruction to students.

The district is currently in the approval process for contract with an External Operator. MGT has submitted a contract which will go before the school board in February 2018 for approval if needed for the 2018-2019 school year.

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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Assurance 1: Contracting with External Organization

DeSoto County School District will enter into a contract with MGT for the 2018-2019 school year if Nocatee Elementary School does improve to a school grade of C or higher. The external partner will assist with leadership building, curriculum and instruction alignment, assessment development, and professional development around identified needs.

Assurance 2: Selecting a successful organization

MGT has experience in leading state mandated forms of school improvement. They work within a school district to assist in managing and operating a school that may require more immediate and dramatic improvement. MGT has over 43 years as a company assisting public education clients in planning for long range facility needs.

Dr. Tony Bennett will serve as the Contract Administrator. Dr. Bennett was Indiana’s State Superintendent of Public Instruction in 2009. Dr. Bennett served on the board of the Council for Chief State School Officers, the governing board of the Partnership for the Assessment for Readiness for College and Career (PARCC), and was a founding member and former chair of Chiefs for Change.

Ms. Portia Bates will serve as Quality Assurance. Ms. Bates has overseen the strategic planning process for 24 school systems in Maryland and has served as the educational policy liaison to Maryland delegates for the Student Services division at the Maryland State Department of Education. She is firmly rooted in K-12 instructional practices and has broad experience delivering professional development on a variety of topics including culturally relevant teaching pedagogy. Ms. Bates’ commitment to impactful instructional delivery has been especially helpful within the turnaround and Title I environments.

Dr. Bonnie Hain will serve as Academic Project Lead. Dr. Hain has over 30 years of experience as a teacher, principal, and designer of curriculum and assessments. Currently she is the Chief of Academics and District Services at CenterPoint. Since 2014, she has provided leadership, content expertise, and oversight for the development of PARCC summative and aligned non-summative assessments and tools in ELA/literacy. She supports states and districts through professional development as they transition and implement new standards and assessments.

Additionally, MGT. will partner with CenterPoint, a nonprofit organization that works with schools, education systems, and like-minded organizations to provide a suite of customized solutions that catalyze teacher practice, deepen student learning, fuel meaningful policy, and promote equity.

CenterPoint will bring a host of additional leaders specializing in data analytics, academics, professional learning services, policies and procedures, strategic planning, and technology. All strategic initiatives and key actions necessary to support the continuous improvement process and promote student achievement and opportunity for all students.

Assurance 3: Instructional Staff

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Currently all teachers at Nocatee Elementary are rated as effective or highly effective. There are two current openings; a first grade and a third grade position. Both positions have been advertised through the school website and on teachers-teachers.com.

District Capacity and Support

The DeSoto County School District, in partnership with MGT and CenterPoint, will determine and provide structures and systems that support the school-based leadership team and teachers in their efforts to improve student achievement and the overall performance of the school.

School Capacity

Administrators

Principal, Mr. Dan Dubbert has been in education as a teacher, as well as a school and district based administrator for over 30 years. He has built a culture of understanding and teamwork at Nocatee Elementary School. Mr. Dubbert has participated in standards reviews, data analysis reviews, and teacher evaluation trainings.

Assistant Principal, Ms. Cynthia Barrera is a former high school teacher and administrator. She is new to Nocatee Elementary School this year.

Educators

The district, in partnership with the external partner will provide teachers with training and support in the delivery of standards-based instruction that meets the individual needs of all students. Teachers with unsatisfactory evaluation scores will not remain at Nocatee Elementary School.

B. Areas of Focus

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

- 1. Assessments
- 2. Instructional Programs
- 3. Differentiated Instruction
- 4. School Leadership
- 5. Increased Learning Time

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.

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CenterPoint begins with a comprehensive academic review. This review will be completed within one month of contract award. Following the review, CenterPoint Education Solutions and MGT will provide a summary report with results of the review and a draft comprehensive plan for next steps improvements for the school. Working in partnership with district and school leaders, CenterPoint will finalize and then enact the comprehensive plan. Through provision of intensive supports over the course of a year, the school will increase student achievement, thereby allowing the school to meet state expectations. The comprehensive systemic review focuses on six critical areas essential to on-going systemic health:

- 1.Data Analytics—the degree to which the school’s data collection and use of data supports informed decision-making.
- 2.Academics—the degree to which the written, tested, and taught curricula align to the rigor of the state assessment measures.
- 3.Talent Management/Professional Learning Services—the degree to which the professional learning services planned support on-going growth and sustainability of staff capacity.
- 4.Policies and Procedures—the degree to which policies and procedures support staff in meeting student, staff, and community needs. A focus on policies and procedures that support retention of experienced staff at the school site is of particular import.
- 5.Strategic Planning—the degree to which individual teacher plans/goals (e.g. student learning objectives) align to the school improvement plan and the district improvement plan.
- 6.Technology—the degree to which educators are using available technologies to support student learning.

These critical areas of focus inform the strategic initiatives and key actions necessary to support the continuous improvement process and promote student achievement and opportunity for all students

The primary goals of the review are to determine:

- strengths and opportunities for increasing quality in programming;
- the degree of systemic coherence in implementing programming; and
- potential systemic barriers and actions to remove said barriers to ensure student success in meeting rigorous expectations.

The School District of DeSoto County
Response to Florida Department of Education External Operator Inquiry

- 1) *Provide the outside entity/external operator's evidence of a demonstrated record of effectiveness per statutory requirement.*

MGT of America Consulting, LLC is a national consulting firm specializing in **assisting educational clients in operating more efficiently and effectively**. We have worked with large and small, rural and urban, growing and declining school districts and understanding every aspect of education operations and service delivery.

Our team is experienced in designing sound recommendations for improvements and effective implementation plans. In many school divisions, the implementation of our comprehensive management, organization, and efficiency review recommendations has saved millions of dollars. In the 24 Virginia efficiency reviews conducted by MGT, more than 90 percent of our recommendations were adopted, achieving a school division average savings of more than \$1 million annually, as illustrated in the exhibit below.

DIVISION	IMPLEMENTATION RATE	ANNUAL SAVINGS	DIVISION	IMPLEMENTATION RATE	ANNUAL SAVINGS
Alexandria City	88.73%	(\$568,568)	Loudoun County	86.67%	\$436,178
Bath County	80.52%	46,923	Louisa County	90.67%	\$764,433
Campbell County	91.03%	\$389,079	Montgomery County	87.06%	\$738,922
Charlottesville City	90.32%	\$3,406,331	Norfolk City	92.31%	\$2,555,680
Chesterfield County	92.21%	\$4,565,408	Petersburg City	98.90%	\$3,999,757
Clarke County	98.92%	\$42,961	Prince William County	84.62%	\$262,877
Culpeper County	90.43%	\$364,081	Rappahannock County	90.67%	(\$53,325)
Dinwiddie County	91.82%	\$1,604,706	Roanoke City	81.25%	\$1,871,044
Franklin County	81.48%	(\$61,142)	Smyth County	95.40%	\$45,026
Hampton City	91.92%	\$8,683,089	Williamsburg-James City	88.89%	(\$195,890)
Isle of Wight	93.68%	(\$437,184)	Winchester City	90.91%	\$134,103
Lancaster County	94.44%	\$18,928	York County	92.68%	\$323,728
AVERAGE RECOMMENDATION IMPLEMENTATION RATE 90.72%					
AVERAGE SCHOOL DIVISION ANNUAL SAVINGS \$1,202,130					
TOTAL ANNUAL SAVINGS (24 DIVISIONS) \$28,851,123					

Source: Virginia Department of Planning and Budget website, March 2014.

A historical snapshot our project work show school districts nationwide have a high rate of implementing MGT's recommendations.

- ♦ *Buffalo Public Schools, 2010.* Superintendent James Williams said, "With the present financial climate of the entire country, this study will be invaluable to the district as we face a looming budget crisis. In total, the **district is looking at a potential savings of \$53,855,705** over the next five years."
- ♦ *Napa Valley Unified School District, 2010.* Superintendent John Glaser wrote, "'The **very clear and understandable recommendations** that were delivered **have promised us savings that, even in the first year, should be well in excess of the cost of the fee...**We implemented many of their recommendations even before the final report was completed..."
- ♦ *Loudoun County Public Schools, 2009.* Superintendent Hatrick stated, "everyone found the team to be pleasant in the interactions and they were **very flexible and cooperative...**The final report included a well-defined list of recommendations and an extensive list of commendations."
- ♦ *Franklin County Public Schools, 2009.* Superintendent Lackey wrote, "What was initially feared not to be likely relevant to our system, **yielded respected and helpful recommendations and assessments.**"
- ♦ *The Austin Independent School District (TX), 2009.* The administration's response to MGT's Efficiency Study final report states, "Given the budget deficit the District faced this year and the fiscal constraints of the state's finance system, the District sought to take a critical examination of possible opportunities for savings. As a result of a request for proposal process, Austin ISD contracted with MGT of America, a consulting firm experienced with carrying out such studies in districts across the country, to conduct the study on behalf of the District. **MGT of America has met our expectations in providing the District with a variety of options for consideration.**"
- ♦ *Texas Efficiency Review Program, 2008.* The Director stated in a 2008 client satisfaction survey, "**Great company, professional staff, great services, and courteous.** Timelines are always met. Good communication between the company and client."
- ♦ *Clark County School District (NV), 2007.* Superintendent Walt Ruffles states in report to the Nevada Legislative Council Board, "In compliance with NRS 387.636, please accept this letter as notification ... with respect to recommendations and corrective action plans in the MGT audit, (p. xvi) allows the board to determine whether each recommendation is feasible, or implementable as written; whether the costs or savings promised by the recommendation are realistic; and whether there are alternative implementation strategies which will achieve the same goals in a more palatable manner. In view of this discretion, the board **did adopt 82 of the 86 recommendations.**"
- ♦ *West Contra Costa Unified School District (CA), 2007.* Superintendent Bruce Harter states, "Over the next three years, **WCCUSD will implement 95% of MGT's recommendations** either as indicated in the report or with modifications...Some of the MGT's report's recommendations are already being implemented and the district has already restructured the legal services and developed a 2007-08 budget including **\$700,000 in savings** over 2006-07."
- ♦ *Isle of Wight County, 2006.* Superintendent McPherson wrote, "The results of the review process identified cost-savings measures that improved efficiencies of operations and **enabled additional resources to be allocated for instructional services to students.**"

- ◆ *Roanoke City Public Schools, 2006.* Superintendent Marvin Thompson remarked that in a “10 month time span from the date of MGT’s final report, the Division saved \$258,000.”

In addition to the projects listed above, MGT is currently serving as the emergency manager of the Gary Community School District in Indiana. Our team was selected by the State of Indiana because of our demonstrated success throughout the country assisting school’s operate more efficiently and effectively and our commitment to community engagement and stakeholder support every step along the way.

References for similar projects are provided below:

School Efficiency Reviews (24 Divisions) Virginia Department of Planning and Budget																											
<p>CORR, CARI Best Management Practices Management Evaluation Analyst 804.225.4549 cari.corr@dpb.virginia.gov 2005 – 2015</p>	<p>MGT conducted an efficiency review of 24 Virginia School Divisions. The efficiency reviews examined the following areas: division administration, human resources, financial management, purchasing, facilities use and management, transportation, costs of educational service delivery and special education, technology management, and food services. Divisions reviewed include:</p> <table border="0"> <tr> <td>Alexandria City Public Schools</td> <td>Lancaster County Public Schools</td> </tr> <tr> <td>Bath County Public Schools</td> <td>Loudoun County Public Schools</td> </tr> <tr> <td>Botetourt County Public Schools</td> <td>Louisa County Public Schools</td> </tr> <tr> <td>Campbell County Public Schools</td> <td>Montgomery County Public Schools</td> </tr> <tr> <td>Charlottesville County Public Schools</td> <td>Norfolk Public Schools</td> </tr> <tr> <td>Chesterfield County Public Schools</td> <td>Petersburg City Public Schools</td> </tr> <tr> <td>Clarke County Public Schools</td> <td>Prince William County Public Schools</td> </tr> <tr> <td>Culpeper County Public Schools</td> <td>Rappahannock County Public Schools</td> </tr> <tr> <td>Dinwiddie County Public Schools</td> <td>Roanoke County Public Schools</td> </tr> <tr> <td>Franklin County Public Schools</td> <td>Smyth County Public Schools</td> </tr> <tr> <td>Hampton. County Public Schools</td> <td>Williamsburg-James City County Public Schools</td> </tr> <tr> <td>Isle of Wight County Schools</td> <td>Winchester Public Schools</td> </tr> <tr> <td></td> <td>York County Public Schools</td> </tr> </table>	Alexandria City Public Schools	Lancaster County Public Schools	Bath County Public Schools	Loudoun County Public Schools	Botetourt County Public Schools	Louisa County Public Schools	Campbell County Public Schools	Montgomery County Public Schools	Charlottesville County Public Schools	Norfolk Public Schools	Chesterfield County Public Schools	Petersburg City Public Schools	Clarke County Public Schools	Prince William County Public Schools	Culpeper County Public Schools	Rappahannock County Public Schools	Dinwiddie County Public Schools	Roanoke County Public Schools	Franklin County Public Schools	Smyth County Public Schools	Hampton. County Public Schools	Williamsburg-James City County Public Schools	Isle of Wight County Schools	Winchester Public Schools		York County Public Schools
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Isle of Wight County Schools	Winchester Public Schools																										
	York County Public Schools																										

Emergency Manager of Gary Community School Corporation Indiana Department of Administration: Distressed Unit Appeal Board	
<p>COURTNEY L. SCHAAFMSMA Executive Director, Distressed Unit Appeal Board Indiana Department of Administration 317.234.2273 cschaafsma@duab.in.gov or CSchaafsma@duab.in.gov Current Client</p>	<p>MGT is currently serving as the Emergency Manager of the Gary Community School Corporation. We are running every aspect of the 13-school district including administration, operations, and academic services.</p> <p>Since taking over GCSC on August 1, 2017, our team has stabilized the district’s finances, developed and implemented processes and procedures, submitted a financial plan and a structural deficit plan, both of which were approved by the state, and provided district-wide instructional supports and professional development.</p>

- 2) *Explain the role of the outside entity/external operator in the recruitment, selection, and placement of instructional personnel with proven experience and capacity to serve students who may need intensive remediation and instruction. Include specific information about the external operator’s authority in this area.*

MGT will have an EO Project Manager on site at Nocatee Elementary and in the District a minimum of 2 ½ days per week throughout the school year. Through MGT’s EO plan, authority for all recruitment, selection and placement of instructional personnel, will reside with the EO Project Manager.

MGT has agreements with a number of highly-respected former Florida Superintendents including Dr. Susan Moxkley and Dr. Earl Lennard. (See SAMPLE RESUMES in APPENDIX) Final Assignments for each school requiring an MGT EO Project Manager in a MGT planning session that will take place one business day after school grades are made available.

The scope of services provided herein address the following primary areas to be addressed and improved throughout the contract term:

- ◆ **Leadership.**
- ◆ **Instructional Staffing.**
- ◆ **Curriculum and Instruction.**
- ◆ **Assessments.**
- ◆ **Professional Development.**
- ◆ **Any other areas identified during the development of the comprehensive needs assessment.**

In addition, as the EO, MGT will assign an on-site Project Director, as described above, who will ensure the fidelity of execution of the school improvement services being provided by MGT's subcontractor Centerpoint Education Solutions.

- 3) Explain the role of the outside entity/external operator in the recruitment, selection, placement, training and oversight of the school leadership team, including specific information about the external operator's authority in these areas. Provide evidence the school leadership team has a proven record of success in turnaround schools and the qualifications to support the students served.*

As stated in the previous question, MGT and our Project Manager will have the authority to select leadership for Nocatee Elementary, if needed. One of the reasons we selected MGT is their commitment to community engagement not only as it pertains to school improvement, but also with regard to building leadership and staffing in the School District of DeSoto County.

If additional administrative staff or principals need to be identified and placed within Nocatee Elementary, MGT has agreed to pull from their nation-wide network of educators and administrators. Each candidate will be thoroughly vetted not only for qualifications and record of success, but also to ensure they are a "fit" for the District and the community as a whole.

- 4) If the district had a partnership with the outside entity/external operator, explain the difference in the proposed services changing from a partnership to an operator.*

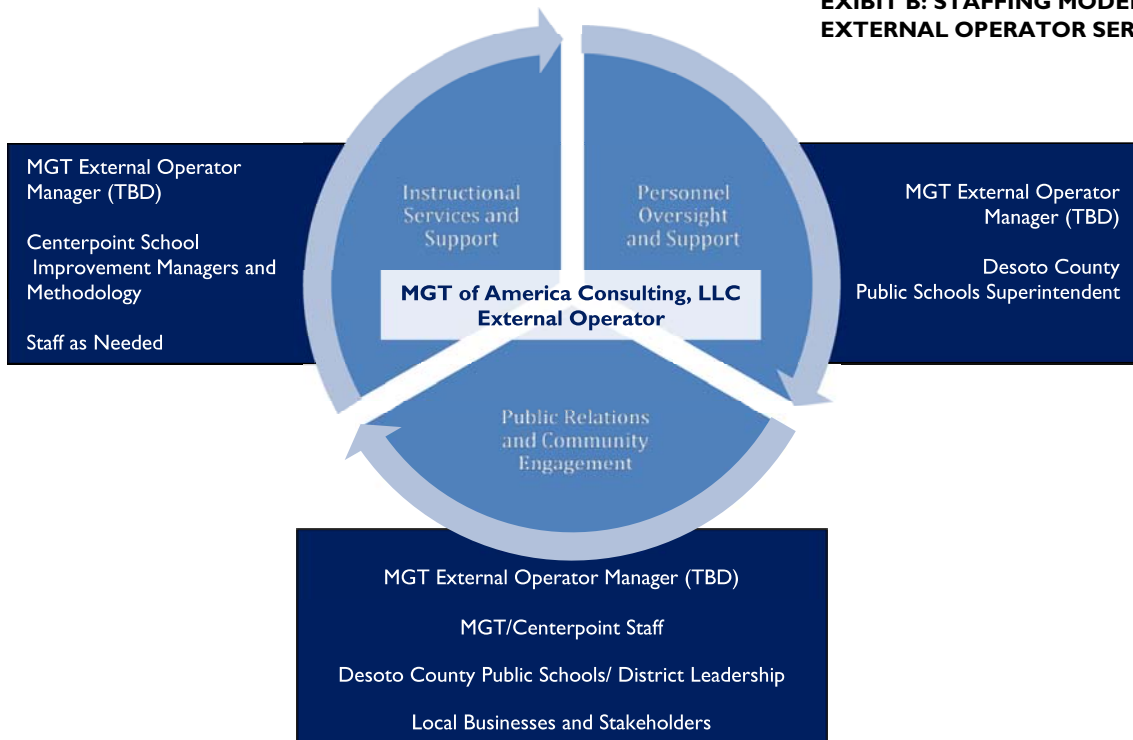
As we move into the role of External Operator, MGT brings partner, CenterPooint Education Solutions, to aggressively implement improvements a Nocatee Elementary.

Graphic models of this multi-faceted approach to External Operator Services to achieve school success are shown and detailed on the following pages.

EXHIBIT A: CONCEPT MODEL OF EXTERNAL OPERATOR SERVICES



EXHIBIT B: STAFFING MODEL OF EXTERNAL OPERATOR SERVICES



OVERVIEW OF SERVICES

Activities and Tasks provided by the External Operator include:

Project Initiation	
<ul style="list-style-type: none"> ◆ Confirmation of roles ◆ Confirmation of schedule and milestones ◆ Initial assessment and discovery ◆ Assignment of resources to align with school needs 	
Instructional Support	
General	<ul style="list-style-type: none"> ◆ Monitoring instruction ◆ Modeling instructional strategies ◆ Common planning/reporting/docs/templates/expectations ◆ Implementations of item specs and standards ◆ Instructional leadership - setting expectations ◆ Teacher Evaluation - Common language - Correlated to student performance ◆ School Improvement Plan creation and monitoring ◆ Student enrichment ◆ Small group instruction/differentiation
Curriculum and Materials	<ul style="list-style-type: none"> ◆ Curriculum mapping ◆ Evaluation of current materials for alignment (core and intervention) ◆ If new materials are adopted approved by EO and District Leadership ◆ Monitoring implementation fidelity ◆ Need a general clause that state law overrides EO decision if in conflict ◆ Ongoing support for use of curriculum
Assessment and Progress Monitoring	<ul style="list-style-type: none"> ◆ EO partners to establish the Assessment Calendar to include progress monitoring ◆ Correlation to FSA/EOC

	<ul style="list-style-type: none"> ◆ Data analysis protocols ◆ EO reviews of current assessment practices and tools/resources ◆ EO has authority to make decisions ◆ Instructional decisions based on findings - EO progress monitoring results ◆ Progress Monitoring must be strategic
<p>Professional Learning</p>	<ul style="list-style-type: none"> ◆ Staffing decisions for coaching, behavioral support, and other ancillary support services ◆ Research-based ◆ Standards-aligned ◆ EO has authority to choose Professional Development and establish method for determining what and when ◆ CenterPoint provides Extended Instructional Services ◆ Must be in collaboration with the district’s state approved Professional Development system ◆ Agreement on amount of Professional Development and how often
<p>Personnel Oversight and Support</p>	
<p>Principal and Instructional Staff</p>	<ul style="list-style-type: none"> ◆ EO reviews evaluation system for benefits & alignment ◆ Assist with Performance Improvement Plans ◆ Virtual instruction
<p>Community Engagement and Public Relations</p>	
<ul style="list-style-type: none"> ◆ MGT’s Project Director and MGT/Centerpoint Team engages community with the district to show partnership ◆ Four community engagement sessions planned per school year ◆ Include stakeholders/families, caregivers, teachers, district office, board members, business partners ◆ Requires on-going communication and input ◆ Support internal needs: housing, teacher recruitment, grow your own, economic development ◆ Regular updates on academic progress 	

INSTRUCTIONAL SUPPORTS SERVICE SUMMARY

Our team customizes our services to meet the specific needs of the districts and schools with whom we partner—maximizing growth opportunities while minimizing costs for services. This approach allows districts and schools to use proven, research-based methodologies for changing student outcomes, while maintaining the integrity of local control and building long-term staff capacity for sustainable reform. With this approach, our team builds the menu of services to be provided and the budget together.

Below is an example of what a comprehensive set of improvement services could look like with relevant pricing, followed by a list of a la carte services and corresponding pricing so the district can better envision how a partnership with MGT/CenterPoint can be developed and costed.

SAMPLE: COMPREHENSIVE MIDDLE SCHOOL SUPPORT PLAN

The following is a scenario that describes a possible services model for DeSoto County School District. The exact plan will be developed in partnership with the District after a careful review of DeSoto Central's needs and requirements.

After completing a comprehensive academic review, in partnership with the middle school building leadership and district staff, it is determined that root causes for failure to meet state expectations include:

A cycle of teacher turnover—each year, approximately 1/3 of the staff was made up of beginning teachers. While the district and school leaders were investing heavily in mentoring and coaching of new teachers, and while most of these teachers remained in the district, teachers transferred to new schools at a rate that kept the school from developing a core of experienced teachers;

While the district has put in place a model for tiered interventions, the student mobility at the school makes intervention programming and implementation challenging; The school has put in place Positive Behavior Intervention Supports (PBIS), but the relatively inexperienced staff has difficulty in implementing the supports with consistency. Consequently, building administrators spend much of their time resolving behavior-related crises, rather than providing on-site coaching and other forms of instructional supports to staff.

The majority of lessons provided rely on teacher-centered, rather than student-centered teaching and learning models. Teachers are afraid to implement small group instruction and/or blended learning models that would require greater student independence, as teachers fear use of these methods would lead to increased student behavior crises in the classroom.

The school has a large population of students whose first language is Spanish. Curriculum materials and resources available do not provide sufficient examples for how to incorporate effective strategies for instruction to help ELL students meet rigorous standards in ELA/literacy.

Working together with the school and district leaders:

Begin with a plan for building teams and a culture of belonging for students, staff, and the community. Monthly sponsored events are planned in conjunction with the building staff and are designed to engage the full community in helping the school become a hub of engaged teaching and learning. Sponsored events include a community health fair, a mathematics game night, and a parent-teacher-student basketball game. The MGT/CenterPoint team provides initial on-site facilitation to build the culture of belonging and to plan sponsored events. Later, as community engagement builds, MGT/CenterPoint provide minimal, as needed supports. With the culture of belonging underway, teacher turnover is reduced significantly, and the school's core of experienced teachers and next steps student achievement grows as planned.

MGT/CenterPoint begin with a series of on-site PBIS professional learning sessions to increase fidelity of implementation, with ties to the work done on building the culture of belonging. These on-site sessions are video-taped, and segments are used to develop three brief recorded webinars to be used as needed to onboard new staff and to remind experienced staff of key learnings at the beginning of the new year. Increased fidelity to PBIS supports reduces behavior management crises, also supporting decreased teacher turnover, increased student time on task for learning, and increases in time for building leaders to work alongside with staff to build greater instructional capacity for teaching staff.

In reviewing the intervention programming, the school leaders/district leaders and MGT/CenterPoint determine that there are too many "ad hoc" interventions in use at the school. The school determines to use only research-based/evidence-based interventions, with a focus on professional learning for staff in fidelity of Tier 1 and Tier 2 supports. MGT/CenterPoint work with building leaders to create a schedule that better supports fidelity of implementation for tiered supports—with careful planning and selection of staff designated for Tier 2 support provision. MGT/CenterPoint provides coaching and professional learning to assist staff in learning to implement Tier 1 and Tier 2 supports. Plans for improving fidelity of Tier 3 supports are scheduled for year 2 of implementation. Careful progress monitoring of student achievement using aligned assessments allows for increased supports to students and teachers where needed to ensure that tiered supports truly work to increase student achievement.

In conjunction with school staff, support for blended learning and problem-based learning models is introduced to produce greater student engagement in the learning process. MGT/CenterPoint content experts work with building staff to provide all of the resources needed to shift the primary instructional model from "completing of worksheets" to a station-rotation, engaged student learning model. These comprehensive supports include logistical supports (scheduling/planning for sufficient technology to allow for the station-rotation model to be used more widely through the school), professional learning/capacity building supports (training modules so teachers are confident in using the new learning models with available curriculum and instructional resources), and calendaring supports (scheduling to allow for sufficient staffing for the new learning models). All examples of content-based applications include extensive opportunities for teachers to use appropriate materials to support the diverse learning populations at the school, with a specific focus on application of research-based strategies for ELL students when implementing instruction. This simultaneous focus on both student engaged learning strategies and embedded supports for the diverse student population allows for increased learning across all student populations. MCSO will continue to perform district functions within the school including but not limited to collective bargaining, food services, transportation

services, physical plant and maintenance services, etc. MGT will manage and have authority over the academic and instructional functions within the schools, including instructional personnel.

5) *Provide a detailed budget for the contracted amount with the outside entity/external operator.*

Milestones and Tasks	Fees and Expenses
1 Project Initiation	\$10,760
2 External Operator Staff and Support Staff	\$257,500
3 School Improvement Services, Instructional Supports, and Professional Development/Training	\$264,080
4 Community Engagement and Stakeholder Facilitation	\$51,920
5 MGT Practice Leader and Contract Administration	\$26,160
GRAND TOTAL, Includes all Fees and Expenses	\$610,420.00

APPENDIX
SAMPLE RESUMES
QUALIFICATIONS TO BE EQUIVALENT

EARL J. LENNARD, Ph.D.
P. O. Box 1731
Riverview, Florida 33568
813-310-1101

RESUME

EDUCATION: - Degreed

- 1993 University of South Florida, Tampa, FL
Doctor of Philosophy Degree
- 1974 University of Florida, Gainesville, FL
Master of Science: Agricultural Science
- 1963 University of South Florida, Tampa, FL
Bachelor of Arts: Social Science, Education
- 1960 Brandon High School, Brandon, FL - High School Diploma

EDUCATION: - Other

- 2002 Harvard Graduate School of Education, Boston, MA
Seminar for Superintendents
- 2001 University of North Carolina, Greensboro, NC
Florida Superintendents CEO Leadership Development Program
- 1996 Harvard Graduate School of Education, Boston, MA
Seminar for New Superintendents
- 1997 Vanderbilt University, Nashville, TN
Florida Superintendents CEO Leadership Development Program
- 1981 Florida International University, Boca Raton, FL
Extern Leadership Training Program

PROFESSIONAL EXPERIENCE

- 2016 - Present Appleton - Consultant
- 2014 - 2016 Scholastic - Consultant
- 10/14 - 01/15 Interim Director - Greater Brandon Chamber of Commerce
- 2013 - Present Cenergistic - Marketing Consultant
- 07/09 - 01/13 Hillsborough County Supervisor of Elections
- 07/08 - 05/09 Brandon Community Advantage Center - Director
- 2006 - 2008 Energy Education - Marketing Consultant
- 07/05 - 07/06 Adjunct Professor - University of South Florida, Tampa, FL
- 07/05 Retired - Hillsborough County Schools
- 07/96- 06/05 Superintendent of Schools, Hillsborough County, Tampa, FL
- 01/96 - 06/96 Deputy Superintendent
- 04/94 - 01/96 Assistant Superintendent, Division of Administration
- 01/89 - 04/94 Assistant Superintendent, Division of Technical, Career and Adult

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Education

08/79 - 01/89	Supervisor, Agribusiness & Natural Resources
07/75 - 08/79	Agriculture Teacher, Tampa Bay Technical High School
07/73 - 06/75	Agriculture Teacher, East Bay High School
7/72 - 06/73	Agriculture Teacher, Eisenhower Junior High School
08/71 - 06/72	Agriculture Teacher, East Bay High School
07/70 - 08/71	Self-employed, Agricultural Enterprise, Riverview, FL
08/64 - 06/70	Social Studies Teacher, East Bay High School
08/63 - 06/64	Elementary Teacher, Fifth Grade, Ruskin Elementary School

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PAST PROFESSIONAL AFFILIATIONS:

- American Association of School Administrators
- American Vocational Association
- Florida Association of District School Superintendents
- Florida Association of School Administrators
- Florida Council of Local Administrators
- Florida Vocational Agriculture Teachers Association
- Florida Vocational Association
- Hillsborough Association of School Administrators
- Hillsborough Vocational Agriculture Teachers Association
- Hillsborough Vocational Association
- National Vocational Agriculture Teachers Association

PAST COMMUNITY AFFILIATIONS AND SERVICE:

- American Cancer Society Relay for Life - Leadership Chairman 2001 - 2005
- Brandon Rotary Club: Member
- Children's Board of Hillsborough County
- Florida Liver Association - Honorary Chairman 2004
- Florida Strawberry Festival & Hillsborough County Fair Steer Show & Sale
- Greater Tampa Chamber of Commerce
- Greater Tampa Chamber of Commerce Agribusiness Council
- Greater Tampa Chamber of Commerce Education Committee
- Hillsborough County Agricultural Advisory Committee
- Hillsborough County Junior Agriculture Fair: Member, Board of Directors, Vice President
- Hillsborough County Middle Schools Task Force
- Hillsborough County Parent-Teacher Association (Life Member)
- Hillsborough County Private Industry Council: Member
- Hillsborough County Technical and Career Advisory Council
- Leadership Tampa (Class of 1997)
- Leadership Florida (Class of 2000)
- McDonald Training Center: Board of Directors
- Plant City Kiwanis Club: Member
- State of Florida Agriculture Teachers Education Certification Standards

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State of Florida Course Code Directory Committee
State of Florida Post Secondary Leveling Committee
Tampa Bay Performing Arts Center Board of Trustees
United Way of Tampa
University Community Hospital Board of Trustees
Member of the Board of Directors for the Brandon Community Foundation,
Board of Directors Greater Riverview Chamber of Commerce,
Co-Chair Hillsborough Education Foundation Technical Education Committee.
.Working with Board of Directors of the Brandon Community Advantage Center to bring
a civic, social, educational building to the Brandon area.
Board of Directors - A Kid's Place, Lithia, Florida

CURRENT COMMUNITY SERVICE:

Board of Directors Hillsborough County Fair and past President
Board of Directors Riverview Boys and Girls Club
Board of Directors Brandon Chamber of Commerce
Board of Directors Florida Education Fund
Board of Directors Winthrop Arts

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Board of Directors Florida State Fair Foundation
Hillsborough County Charter Review Board

RECOGNITIONS:

Florida Superintendent of the Year - 2003
Florida Association of School Administrators Lamp of Knowledge - 2001
University of South Florida - Distinguished Citizens Award - 2005
Plant City Chamber of Commerce Agricultural Educator of the Year Award - 2005
Jr. Achievement Leadership Award - 2003
Honorary American FFA Degree
Hillsborough Association of School Administrators Leadership Award
City of Tampa - Key to the City Award for Leadership - 2003
PTA/PTSA Lifetime Membership Award
Tampa Chamber of Commerce Recognition - 2006
Recognized by Florida Senate for Outstanding Leadership - 2005
Recognized by Florida House of Representatives for Outstanding Leadership - 2005
Ellsworth Simmons Good Government Award - 2009
Greater Brandon Community Leadership Award - 2011
University of South Florida - College of Education Dean's Lifetime Achievement Alumni
Award - 2014
Florida FFA Hall of Fame - 2015

PERSONAL:

Date of Birth: March 22, 1942

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Place of Birth: Tampa, FL

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FAMILY:

Wife: Annabel (Mann) Lennard
Children: Daughter, Catherine (Missy) Lennard
Son, Earl Jeremiah (Jeremy) Lennard and his wife Rebecca
Grandchildren: Joseph Riley Shields, Jeremiah Denton Shields, Christian Lennard
and Jackson Earl Lennard.

CHURCH:

Riverview United Methodist Church (member for 50 plus years)
Teaches the Gleaners Sunday School (ages 55+ thru 94) Has taught class for approx.
25 years.
Past Chairman of the Riverview United Methodist Church Administrative Board.

RECREATIONAL INTERESTS:

Fishing, Farming, Reading

APPENDIX
 SAMPLE RESUMES
 QUALIFICATIONS TO BE EQUIVALENT

SUSAN E. MOXLEY, Ed.D.
 60 Surfview Drive, #715
 Palm Coast, Florida 32137
 (352) 516-8569 – Cell / Email: suemox3@aol.com

EDUCATION:

2003	<p>Doctorate - Educational Leadership University of Central Florida Orlando, Florida Dissertation: Strategic Planning Process Used in School Districts in the Southeastern United States Unpublished Manuscript: “Strategic Planning: Planning for Action Rather Than Reaction, 2003 (Bozeman, W. and Moxley, S.)</p>
1988	<p>Masters of Arts - Educational Leadership University of Central Florida Orlando, Florida</p>
1982	<p>Bachelors of Arts - Business Education University of Central Florida Orlando, Florida</p>
1979	<p>Associate of Arts Degree Lake Sumter Community College Leesburg, Florida</p>

EXPERIENCE:

August, 2017 – Present	<p>PROFESSIONAL ADJUNCT LECTURER National Louis University – Tampa, Florida Campus</p>
April – June, 2017	<p>SUPERINTENDENT EMERITUS – Lake County Schools Retired from Lake County Schools beginning July 1, 2017</p>
November, 2008- March 2017	<p>SUPERINTENDENT OF SCHOOLS Lake County Schools 48 schools, approximately 42,000 students, 5300 employees</p>

Responsibilities and Accomplishments:

During my tenure as Superintendent of Schools, Lake County Schools -

- Direct and oversee the total school district program with a total budget of approximately \$570 million.
- Responsible for establishing a comprehensive strategic plan focused on a systems thinking approach to decision making and performance metrics.
- Created an instructional framework for college and career readiness.
- Earned College Board District AP Honor Roll for 2012 and 2014.
- In 2017, Lake County Schools had no schools on the state’s lowest 300 list and no D or F rated schools.

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- Increased Participated in the Florida Partnership with College Board for a three-year program to provide middle and high school students with access to the SAT and the PSAT free of charge. As a result, the district experienced a 34% increase in number of students taking these exams.
- Full implementation of AVID (Advancement via Individual Determination) programs at all middle and high schools. One middle school achieved School of Distinction and became a National Demonstration School.
- industry certifications for students from 78 earned in 2009 to over 2268 earned in 2016 with a 10.4% increase in passage rates. The district earned over \$3.2 million in incentive awards to the high schools.
- One of four districts in the nation to be awarded the *Smarter Schools Spending* grant by the Gates Foundation to design a Strategic Finance Plan / Budgeting Realignment/Investment process with Return on Investment tools / Innovation and Program Evaluation for \$840,000; As a result, the district developed its first Strategic Finance Plan to guide the budgeting process to realign approximately \$10 million to invest in instructional priorities.
- Created and passed a policy codifying the Strategic Finance Planning Process.
- Developed and implemented a project management process for use by district staff.
- Established and implemented a system for program innovation and evaluation review and analysis. Resulted in a logic model tool being developed to determine return on investment.
- Implemented problem solving decision making model (PSDM) for administrators
- Awarded the Gates Foundation Next Gen Systems Phases 1 and 2 Grant focused on the implementation of Personalized Learning for Students for \$3.1 million;
- Developed, awarded and implemented a Gates Foundation iPD grant (Innovative Professional Development) for Personalized Learning for Teachers and Leaders for \$3.9 million.
- Served as a leading partner to design and implement the Health Sciences Collegiate Academy representing a unique partnership between the school district, LSSC, UCF, South Lake Hospital and Montverde Academy. The program officially opened in 2015.
- Addressed the capital outlay budget through the refinancing of bonds to save more than \$20 million in future interest payments.
- District earned Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers' Association for 13 years.
- Addressed increased health care costs by opening four Wellness Centers to minimize budgetary impact.
- Established a partnership with the National Institute on School Leadership (NISL) to participate in the USDOE i3 validation grant for leadership development.
- Provided leadership for the creation of a career ladder concept entitled LIFT Program which invested over \$1.2 million in teacher bonuses/supplements for the 2015-16 school year.
- Developed support from 24 professional partners to assist the district with the work on innovation priorities.
- District affirmed by Fitch Ratings and Standard and Poor's Rating of A+ for the past six years.
- While serving as superintendent, secured over \$36 million in grants for the district.
- Provided leadership in the development of new evaluation systems for all groups of teachers and school and district instructional administrators.
- Increased graduation rate for 2016 SY.
- Worked with School Board, Board of County Commissioners and local municipalities to successfully renew the fifteen year one-cent sales tax referendum.
- Established professional learning and microcredential for teachers and leaders in the areas of Personalized Learning for Students and Targeted Feedback.

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July, 2006 – **ASSOCIATE SUPERINTENDENT, CAREER & TECHNICAL**
June, 2008 **EDUCATION**
Orange County Public Schools Orlando, Florida

Responsibilities and Accomplishments

- Direct, oversee and evaluate middle school, high school, and postsecondary career and technical education programs in Orange County Public Schools, a fast growing, multi-cultural school district serving 176,000 students. The Career and Technical Education division serves over 55,000 students of which 31,000 are postsecondary students in four technical centers and 24,000 students in middle and high schools.
- Responsibilities include curriculum development; strategic plan development and evaluation for a 5-year plan addressing both postsecondary technical training and K-12 career education.
- Established metrics for accountability measures and monitor the division’s balanced scorecard and dashboard for productivity of processes, programs and human capital.
- Coordination of human resources, capital resources, and budget in excess of \$44 million of which approximately \$4.5 million is received from various grants such as Perkins IV.
- Conducted a budget review and needs assessment to address tuition revenues and state revenue shortfalls to balance the workforce budget for the 07-08 school year.
- Provided oversight for program development and assistance to the facilities department for the addition of a new 2-story, 60,000 square foot facility that opened in August, 2007 to serve as a fifth technical campus in East Orange County.
- Conducted ongoing analysis of legislation relating to workforce education, funding, and curriculum.
- Provided for distance learning, on-line curriculum, and courses to serve adult education, continuing workforce education and credit retrieval for high school students.
- Coordinate the assessment of district level and site-based programs and services to determine their responsiveness to the K-20 learning environment.
- Established a partnership with Workforce Central Florida.
- Member of the Superintendent’s cabinet to participate in district wide planning, development and evaluation.
- Departmental initiatives include the completion of an intent to negotiate (ITN) for a comprehensive student management (web-based) system for postsecondary technical centers; process consolidation project to align systems for enrollment management, institutional advancement and program management for five technical center campuses, educational product lines, marketing plan, and strategic plan.

May, 2005- **SENIOR DIRECTOR, PROFESSIONAL DEVELOPMENT**
July, 2006 **SERVICES**
Orange County Public Schools Orlando, Florida

Responsibilities and Accomplishments

Provided direction, oversight, and evaluation of professional development program serving approximately 13,000 instructional employees and 9,000 administrative and support employees. Responsibilities included the facilitation, development, and evaluation of diverse learning activities to strengthen training and professional development to meet the needs of the Learning Communities and District in achieving results. Oversaw the departmental budget, staff performance, leadership development, Preparing New Principal’s Program, succession planning, and compliance training. Planned and coordinated the Superintendent’s Leadership Summit, an annual district leadership professional development day for over 900 administrators. Provided leadership and direction for the implementation of Great Beginnings, a new

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teacher orientation for over 1300 new teachers, conducted annually. Planned and completed the Department of Education’s Protocol audit for best practices in professional development. Promoted to associate superintendent, a superintendent’s cabinet level position.

March, 2002 - **ASSISTANT SUPERINTENDENT FOR SCHOOL**
April, 2005 **ADMINISTRATION AND HUMAN RESOURCE SERVICES**
Lake County Schools Tavares, Florida

Responsibilities and Accomplishments

Responsibilities included overseeing the Human Resource Services Department that included operations, recruitment and retention, HRMD, personnel evaluations, employee benefits, compensation, employee relations, and collective bargaining. Direct responsibilities included allocations, position control, administrative placements and interviews, conducted principal and district staff assessments, and coordination of principal and assistant principal meetings and trainings. Instituted the Principal Enhancement Program for assistant principals. Other responsibilities included policy development, strategic planning, development of standard operating procedures, and staff liaison to school board attorney regarding legal matters pertaining to employees and/or students. Served as the district level supervisor in the area of school administration that required assistance and support to all schools on issues at the school level. Assisted with the district’s initiative to earn the OPPAGA Seal of Best Practices. Oversaw the Safe Schools Department and student disciplinary actions and expulsions. Served as a hearing officer for the district. Served as the superintendent’s designee in the absence of the superintendent. During tenure in this position, assignments included supervision of additional departments that included risk management, school improvement and accountability, and transportation. Assisted with the development of RFQ and RFP in these areas. Accepted position in Orange County Public Schools (4th largest school district in Florida) to gain experience in a high growth district that is multi-cultural with a diverse socio-economic population

January 2005 - **ADJUNCT PROFESSOR**
Nov. 2008 National-Louis University

Educational Leadership Program

Taught courses in the areas of: Collective Negotiations, Personnel, Educational Finance, Curriculum and Supervision, Professional Development, School Improvement, and Educational Law to prospective school administrators.

1998- March, 2002 **DIRECTOR**
Lake Technical Center Eustis, Florida

Responsibilities and Accomplishments

Responsible for a staff of 120 located on four campuses including the main campus located in Eustis, Florida. Three locations encompassed all vocational-technical programs and adult education. Implemented a technical high school as a fourth campus to provide technical training to non-traditional students in grades 9-12. Responsibilities included establishing all policies and procedures for this institution under the direction of the Lake County School Board. Responsible for a total school budget of approximately \$4.2 million dollars inclusive of personnel and operational areas. Utilized total site-based budgeting in the operation of the Center under the governance of the Lake County School District. Conducted the Council on Occupational Education (COE) accreditation and SACS accreditation process. Participated on SACS Self Study Teams.

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1995 - 1998 **PRINCIPAL**
Umatilla High School Umatilla, Florida

Responsibilities and Accomplishments

Instructional leader of the school. Responsible for establishing the learning climate of the school, curriculum and instruction, school budget, athletic budget and program, school safety and facility needs. Responsible for all human resource needs which included hiring practices, dismissal proceedings, and assessment of instructional and support staff of 68 employees. Initiated Lake County's first academy, a small learning community within the high school setting, as a School-to-Work effort. Developed business and industry partnerships ie. St. Johns River Water Management District to establish the Emerald Marsh Living Classroom setting for student learning. Invited to present at a national conference on the academy concept and integrated curriculum. The Academy of Public Service became a model sight for the National Learn and Serve Conference. Conducted SACS accreditation 5 year study. Conducted inservice on CRISS Reading Strategies, and Invitational Education. Promoted to a director level position by superintendent.

1993- 1995 **PRINCIPAL**
Seminole Springs Elementary School Eustis, Florida

Responsibilities and Accomplishments

Supervised instructional staff of 65 with a total staff of 102 employees. Responsible for coordinating school improvement efforts related to authentic and portfolio assessment. Coordinated curriculum programs to address test scores in grades 1 through 5. Implemented family involvement programs. Started School-to-Work initiatives on the elementary level to emphasize reading with the "Royal Guests as Career Readers" program. Instituted reading comprehension and writing programs at all grade levels. Implemented a book publishing center for students to write and publish their books. Conducted parental academic trainings entitled "Autumn Windfall of Knowledge" in the evenings to assist parents with their child's education. Utilized strong interpersonal communication skills to coordinate the resolution of pre-existing legal issues between parents and the school improvement process. Completed budget and assessment tasks required of the principal. Promoted to a high school principal position by superintendent.

1990 - 1993 **ASSISTANT PRINCIPAL**
Triangle Elementary School Mt. Dora, Florida

Served as interim principal during the absence of existing principal for five months. Responsible for school safety and student discipline. Designed and implemented an in-school suspension program inclusive of behavior modification activities. Assisted in supervision and assessment of staff, curriculum development and textbook acquisitions. Conducted staff inservice on "Creating a Climate for Learning". Promoted to position of school principal.

1989 - 1990 **ASSISTANT PRINCIPAL**
Minneola Elementary School Minneola, Florida

Responsible for school facility and student discipline. Assisted in supervision and assessment of staff. Instituted the Careers on Wheels program for students. Superintendent appointment to an assistant principal position in the Golden Triangle area of the district.

1987 - 1989 **OCCUPATIONAL SPECIALIST**
Clermont High School Clermont, Florida

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Responsible for career counseling for students in grades 9 - 12. Developed and implemented a career curriculum providing a progressive approach to career education. Coordinated dropout prevention program for 9th graders. Monitored student progress in dropout prevention classes. Assisted teachers with various teaching strategies and compiled audit reports. Counseled students on college, vocational school and military opportunities. Assisted with disciplinary interventions with assistant principal. Appointed to administrative level position.

1982 - 1987 **TEACHER - BUSINESS EDUCATION**
Mount Dora High School Mt. Dora, Florida

Served as department chairperson with the responsibility of monitoring the vocational budget, scheduling, equipment needs, state reporting requirements, program reviews of course standards. Received training in Quality Circles.

1978-1981 **LEGAL ASSISTANT**
Law Offices of Christopher C. Ford Tavares, Florida

Responsible for preparing legal documents, real estate closings, research, county government tasks and trial preparation. Assisted lawyers in court for major trial proceedings.

CERTIFICATIONS

- Florida Department of Education Certificate in the areas of:
 - School Principal (All Levels)
 - Business Education (Grades 6-12)
 - Vocational Office Education (Vocational)
 - Occupational Specialist (Vocational)
 - Local Director (Vocational)
- Superintendent's Certification 2009: Modules in Economic Forces, Legal Aspects of Leading a School District, Employee Relations and Collective Bargaining, Chief Executive Officer / Leadership Development Program'
- National Trainer for CRISS (Creating Reading Instruction through Student-owned Strategies) 1996-2014
- Certified Ventures Interviewer for administrators and instructors
- Certified state Classroom Walkthrough Trainer
- ESOL for School Administrators – Statewide Course – 60 hours

COMMITTEES

- Florida Association of District School Superintendents (FADSS)
 - Member – 2008 to present
 - Board of Directors – Secretary 2016-2017
- Shared Services Network – Lake County Agencies Roundtable
 - Roundtable Member (8 years) – 2009-2017
 - Vice Chairperson (3 years) – 2010-2011, 2011-2012; 2013-2014
 - Chairperson (3 years)– 2012-2013; 2014-2015, 2015-2016
- Commissioner of Education's Leadership Policy Advisory Committee (LPAC) 2012-2014

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- AASA – The School Superintendent’s Association: Governing Board Member - 2013-2017
- Graduate Faculty Scholar, University of Central Florida, June 2016 to present.
- Member of Doctoral Dissertation Committee – UCF, August, 2016 to present.
- Florida Department of Education Reactor Panel for Assessment – Tallahassee, September 27-28, 2012
- Teacher and Leader Preparation Implementation Committee (TLPIC): a RTTT work group on Teacher Preparation Programs: 2012-2014
- Statewide Longitudinal Data System (SLDS) Committee: a RTTT work group on data systems – 2012-2013
- PRISM (Promoting Regional Instruction in Science and Mathematics) Advisory Council 2009-2013
- STEM Alliance of Central Florida: Governing Board Superintendent’s Liaison – 2013 –2017
- Central Florida School Boards Coalition – 2009 - 2017
- Metro Orlando Economic Development Commission – Board of Directors Member - 2009 – 2017
- South Lake Chamber – Governing Board – Ex-Officio Member – 2013- Present
- Lake County Education Foundation – Governing Board – Ex-Officio Member – 2009 – 2017
- University of Central Florida South Lake Advisory Council 2014 - 2017
- Workforce Central Florida – Board of Directors Member – 2009
- UCF College of Education – 40th Anniversary Planning Committee Member
- Progress Energy – UCF Leadership Advisory Board Member 2003-2005
- Member of Lake County Conservative Founders Club
- Past Member of Umatilla Kiwanis and Golden Triangle Kiwanis
- Chamber of Commerce – as school principal and superintendent maintained membership in local Chamber of Commerce within school community
- Florida Organization of Instructional Leaders (FOIL), 2013-2017
- Florida Association of School Administrators (FASA) 2016-2017

SPECIAL RECOGNITION:

- Redesign PD – Council of 30 professionals collaborating on professional learning in the field of education. One of three superintendents selected nationally to participate to attend. Sponsored by Learning Forward and the Gates Foundation – 2014-2017
- Gates Foundation Superintendents Advisory Council – one of ten superintendents selected nationally to participate – February 20-21, 2014.
- University of Central Florida Professional Achievement Award – October 2010
- Leadership Lake County – Class of 2012
- Boy Scouts of America Central Florida Council – Golden Eagle Honoree 2013
- Selected to participate in Race To The Top Convening in Washington, D.C. – October 1-2, 2012
- Selected to participate in the U.S. Secretary of Education’s Labor-Management Collaborative Conference in Cincinnati, OH – May 22-24, 2012 and in Denver, CO – 2013
- Invitation to iPD (Innovative Professional Development) Learning and Idea Fest sponsored by the Gates Foundation – October 27-28, 2014
- Selected to participate in Urban School Superintendent Association’s Leadership Academy – 2009, 2010, 2011, 2015
- Future Farmers of America Honoree for East Ridge High School and Clermont Middle School 2009-2010

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- Orlando Tech ACE Recognition Award for Leadership and Support of Adult Education – 2007-2008
- Orange County Career Technical Educators Appreciation for Outstanding Support – May, 2008
- Exceptional Student Education Administrator of the Year, Lake County Schools, 1997
- Lake County's first academy concept - Academy of Public Service

PRESENTATIONS

- One of three district administrators selected to present Lake County Schools Instructional Theory of Action to Bill and Melinda Gates, the Co-Chairs of the Gates Foundation – April 29, 2014
- Gates Florida Key Partners Convening – Served as a Superintendent Panelist – St. Petersburg, Florida, November 21-22, 2013
- Presented Personalized Learning for Students Proposal, Gates Convening, 2012, Salt Lake City.
- Presenter at the Gates Foundation NextGen Systems National Convening on Personalized Learning for Students – Houston – January 29-31, 2014
- Presented Problem of Practice – Lake County's Theory of Action on Personalized Learning for Students, Teachers and Leaders _____
- Annual Lake County Leadership Summits for principals, assistant principals and district directors and supervisors. Keynote presenter for morning session. 2009, 2010, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017
- Guest Speaker at YMCA of Central Florida Advocacy Meeting – January 20, 2013
- Guest speaker at various community and civic groups in Lake County, ie. Kiwanis, Chambers, Rotary Clubs on an annual basis, 2008-2017.
- Presenter at the K-12 Innovations Fair – Topic: League of Educational Excellence – Taking Career Academies to the Next Level. October, 2007
- Presenter at National Tech Prep Network Conference – Pittsburgh, PA, October 2000
Title, "Internships: Vision Accomplished, the Complete How-To-Handbook"
- Presenter at National Tech Prep Network Conference - Nashville, October 1999
Title, "Linking Postsecondary to High School on One Campus"
- Presenter at Georgia State Tech Prep Conference, 1999 – Academy of Public Service
- Presenter at National Tech Prep Network Conference - Kansas City, October 1998
- Presenter at National Tech Prep Network Conference - Nashville, October 1997
Title, "Emeralda Marsh - The Living Classroom"
- Presenter at the Florida Council on Elementary Education Conference - Orlando
Presentation title, "Portfolio Assessment" - 1994

PROFESSIONAL TRAINING

- Teaching Students with Disabilities Module – FDLRS 20 hours – February 2015
- Ethics Training – Online Training provided by Florida School Boards Association, December 2014
- AASA (The School Superintendent's Association) Conferences: Houston 2012, Los Angeles 2013, and San Diego, 2015
- Learning Forward – National Professional Development Association Conferences: 2012 and 2014
- Empowering Effective Teachers and Teaching Project Convenings sponsored by Gates Foundation 2012-present

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- Elevating and Celebrating Effective Teachers and Teaching Convenings sponsored by Gates Foundation 2013 – present
- Spending Money Smartly Convening, March 27, 2013: Chicago, IL
- Gates Foundation Finance Demonstration Districts Kick-Off Meeting, September 17-18, 2013: Washington, D.C.
- University of Central Florida Math/Science Enhancement Program – Morgridge International Reading Center – August 24, 2012
- Reform Support Network – Teacher/Leader Effectiveness and Standards and Assessment Community of Practice Convening: Building Leadership for Rigorous Instruction, October 1-2, 2012: Washington, D.C.
- Lead 360 – Larry Coble, October 13, 2009
- Center on Reinventing Public Education (CRPE): Portfolio School District Network Meeting, January 27-29, 2014: Houston, TX
- Florida Association of District School Superintendents Human Capital Convening – February 26, 2014
- Central Florida Superintendent Convening with Governor Scott and Commissioner of Education – Tampa – December 12, 2012
- Florida Education Summit – Sterling Conference: May 31, 2011
- Leading the Way Conference: Strategy for Transforming Florida Schools, Tampa – January 19-20, 2011
- Florida School Board’s Association Master Board Training 2009, 2011
- American Recovery and Reinvestment Act Statewide Meeting – Tampa – May 6, 2009
- New Superintendent’s Orientation – FADSS – December 2-3, 2008
- CAR-PD Training – UCF Online – December, 2009
- Systems Thinking / Systems Dynamics – Peter Senge - November, 2005 and 2007
- Ruby Payne Training - 2005
- Tregoe Problem Solving Decision Making – 2005
- Tregoe Advanced Problem Solving Decision Making 2010
- Facilitative Leadership – 2005
- National Training Seminar: “Staff Development, Induction, and Mentoring” – Tucson, AZ – March 14-15, 2005
- Interest-Based Collective Bargaining, Lake County Schools Negotiating Team
- Progress Energy – UCF Leadership Institute Participant and District Contact – 5 years 2003 - Present
- “Results: The Essential Elements of School Improvement” – Mike Schmoker
- “Shaping School Culture: The Heart of Leadership: - Kent Peterson
- “A Leaders Guide to Standards: A Blueprint for Educational Excellence and Equity, and Assessing Educational Leaders” – Douglas Reeves
- “Understanding by Design” – Grant Wiggins
- “Balanced Leadership: What 30 Years of Research Tells Us About the Effect of Leadership on Student Achievement” – Brian McNulty of Mid-continent Research for Education and Learning
- “Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement and Getting Started: Reculturing Schools to Become Professional Learning Communities” – Richard and Rebecca DuFour
- “Classroom Instruction That Works: Research-Based Strategies for Every Teacher” – Debra J. Pickering and Robert Marzano
- “Working on the Work” – Phil Schlechty

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- Principal Institute by Florida Assoc. of District Superintendents -Certified facilitator for the Principal's Institute - Dr. Phil Schlechty
- Ventures for Excellence Training: The Best in the Selection and Development of People
- “Classroom Walkthroughs With Reflective Feedback”
- High Schools That Work, School-To-Work and Tech Prep.
- Member of Lake County Schools' Transformational Leadership Team for the Florida Association of District School Superintendents
- Creating Satisfied Customers, Interactive Management, Facilitative Management, and Interviewing Techniques - Management Training Institute
- Educational Leadership by Dr. Bill Blokker
- World Class - Leesburg Chamber of Commerce
- Team Building – Dr. Rothberg, University of Central Florida
- Interaction Management
- Administrator E.S.O.L.
- Lake County Schools – Effective Teaching Center
- Cultural Diversity – Bettye Coney
- Positive Approach to Discipline - Dr. Clint VanNagel - Univ. of North Florida
- Coalition of Essential Schools - Dr. Ted Sizer, San Francisco
- National Career Academy Coalition - U.S. Dept. of Education, Philadelphia

SPECIAL RESEARCH INTERESTS

Currently working on research project related to Targeted Feedback and Microcredential for Administrators with Lake County Schools, Center for Educational Leadership (Univ. of Washington), Digital Promise and University of Central Florida.
Strategic Finance Planning / Strategic Planning
Leadership Development
Change Management
Teacher Professional Learning / Collaborative Practice
Personalized Learning