



WILLIAM V. HUSFELT III

SUPERINTENDENT

1311 Balboa Avenue

Panama City, Florida

32401-2080

(850) 767-4100

Hearing Impaired Access

(800) 955-8770 Voice

(800) 955-8771 TDD

www.bay.k12.fl.us

Board Members:

Jerry Register

District 1

Ginger Littleton

District 2

Joe Wayne Walker

District 3

Ryan Neves

District 4

Steve Moss

District 5

MINUTES BAY DISTRICT SCHOOL BOARD WORKSHOPS April 11, 2018

PATTERSON UPDATE – 8:00 A.M. – BOARD ROOM

ASPIRE ANNUAL REVIEW - 9:00 A.M. – BOARD ROOM

HANEY CALENDAR & 2018-2019 SCHEDULE UPDATES 9:30 A.M – BOARD ROOM

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Present: School Board Chair Ginger Littleton; School Board Vice Chair Steve Moss; School Board Members: Ryan Neves, Jerry Register and Joe W. Walker; William Husfelt, Superintendent and Attorney Heather Hudson.

Chairman Littleton called the workshop to order at 8:00 A.M. She reminded the public that this is the way the School Board receives information and is able to ask questions as a group.

Superintendent Husfelt began by showing a PowerPoint presentation to the School Board.

Patterson Update

Presented by Superintendent Husfelt and Denise Kelley, Director of Elementary Instruction

The purpose of the workshop is to review Florida Statute and options for the school, explain the External Operator process and cost, and talk about the federal budget.

Elevate Bay

The mentoring program has had a positive effect at the school. Currently there are 79 mentors at Patterson Elementary School and many law enforcement staff members volunteer. In 2006-07, there were 8 Title I schools and now Bay District has 21 Title I schools.

School Grade Data

The graph indicates the last 3 years of FSA data at the school. The students have increased in learning gains. In 2016-2017, the school received 30 points overall and will need 11 more points for the 2017-2018 school year to receive a "C".

Turnaround Status

2015-2016 school year was a planning year for becoming a turnaround school. 2016-2017 school year was Cycle 1/ Year 1 of turnaround status which meant the school was supported by an external partner along with the district. The current school year is Cycle 1/ Year 2 and is receiving comprehensive support and improvement. TNTP is the external partner, along with the district, to assist the teachers in teaching to the depth of the standards.

Florida Statute

Pursuant to Section 1008.33(4)(d), Florida Statutes (F.S.), "If a school earning two consecutive grades of "D" or a grade of "F" does not improve to a grade of "C" or higher after 2 full years of implementing the turnaround option* selected by the district under s. 1003.33(b), F.S., the school district must implement another turnaround option. Implementation of the turnaround option must begin the school year following the implementation period of the existing turnaround option, unless the state board determines that the school is likely to improve to a grade of "C" or higher if additional time is approved to implement the existing turnaround option."

The state board may allow a school an additional year of implementation before the school must implement a turnaround option required under paragraph (b) if it determines that the school is likely to improve to a grade of "C" or higher after the first full school year of implementation. (Request DENIED by the State Board on 3/27/18)

Review of Options

The district must select one of the three options to implement during the 2018-19 school year:

1. Close the school, transfer the students to a higher performing school(s) and monitor the students for a three-year period;
2. Close the school and reopen the school as one or more charter schools, with a governing board that has a demonstrated record of effectiveness (No charter schools in BDS qualify);
3. Contract with an outside entity (external operator) that has demonstrated record of effectiveness to operate the school. This may include a district managed charter school in which all instructional personnel are not employees of the school district, but are employees of an independent governing board comprised of members who did not participate in the review or approval of the charter.

External Operator

Five External Operators were asked to present their plans: Strategos Group, Rensselaerville Institute, Turnaround Solutions, Inc., LSI (Learning Science International), and Educational Directions. Per the committee's recommendation, Educational Directions were asked to provide their best and final quote of the External Operator plan and price.

Educational Directions Organizational Structure (FDOE Approved Model)

The EO reports directly to FDOE and keeps district informed. Principal, content coaches, teachers report directly to the EO. All other operations and costs remain with BDS such as transportation, food service, operations management, facility maintenance, and Human Resources.

External Operator Cost

The Needs Assessment and Development of Plan which would need to be done now would cost \$62,500.00. This would be non-refundable if the school made a C and

remained open. In 2018-19, it would cost \$325,000.00 for consultation from Site Director and Academic Coaches, travel, and professional development/ PD materials.

Summary of External Operator Costs

With 2018-2019 potential negotiated bonuses for instructional staff (\$10,000.00-\$15,000.00), the 2018-2019 school year would total \$677,500.00 - \$822,500.00.

Key Ideas to the External Operator Approach

Student need focused planning and instruction: Bay District Schools started in December 2016 with TNTP.

Track the data: Bay District Schools is using FSA, MAP, SRA and Common Assessment data to guide instruction and grouping of students.

Parental and community outreach: Bay District Schools has implemented programs such as 79 Elevate Bay Mentors, Parent Nights, Parent Workshops, Community Meetings, Oversight Meetings, 35% of population receives Backpack Blessings, home visits, parent resource center.

Create great instructional team: Currently, Patterson has full time literacy and math coaches, part-time social worker. PLCs have received academic and student behavior support and training from district staff and TNTP.

Facilities: ½ Cent Sales Tax

Improvements to the school have been in 2000-2002: Updated Electrical in Buildings 1, 5, 6, 7, 8 & 9, Upgraded HVAC in Building 15, Renovated Food Service (Building 2), Added the Multi-purpose Room, and Constructed new classroom wing (Building 16). The next phase of improvements will include: Renovate Buildings 1, 3, 5-9, pave the parking lot (these were on the second cycle list also, but we will not get to them) Renovate dining room in Building 2, and Replace the P.E. Pavilion.

Title I and UniSIG Budget

In 2017-18, the Title I allocation based on 316 students: \$287,680. For the 2018-19 Title I funding, the estimate allocation based on 234 students: \$206,701. Funding is down \$80,979.00. The Unified School Improvement Grant (allocated based on a school's D or F school rating) in 2017-18 was \$122,460.00 and 2018-19 funding is unknown.

Memorandum of Understanding

1001.42 (21) EDUCATIONAL EMERGENCY.—Negotiate special provisions of its contract with the appropriate bargaining units to free schools with a school grade of “D” or “F” from contract restrictions that limit the school’s ability to implement programs and strategies needed to improve student performance. The negotiations shall result in a memorandum of understanding that addresses the selection, placement, and expectations of instructional personnel and provides principals with the autonomy described in s. 1012.28(8). For purposes of this subsection, an educational emergency exists in a school district if one or more schools in the district have a school grade of “D” or “F.”

ASPIRE 2018 Annual Review

Presented by Suzanne Farrar, Director of Secondary Education and Alana Simmons, Instructional Specialist

The program goal is to support academically struggling students in middle school to ensure continued progress and successful promotion to high school.

Program Overview

The ASPIRE program serves middle school students with a pattern of scoring a Level 1 or 2 on the FSA in Reading and Math or have MTSS Tier 2 support. The students receive intensive reading and math courses.

ASPIRE Program: Model Requirements

All classes have a 1 to 18 teacher student ratio in math and reading course. Effective teachers use differentiated instruction to assist each student towards academic success.

Program Updates

The program receives stakeholder input to use to implement program modifications. Updates have included adding an additional remediation/enrichment period, providing incentives to the students, providing content area expert teachers, more flexible scheduling options, and quality instructors for the neediest subgroups.

NWEA/MAP Assessment Data

The data has shown growth in all grades in both Reading and Math for the following schools: Breakfast Point Academy, Deane Bozeman School, Everitt Middle School, Jinks Middle School, Merritt Brown Middle School, and Surfside Middle School. Mowat Middle School has shown growth in all grades in Math and 6th & 7th grade Reading.

ASPIRE Teachers

It is strongly recommended that the most effective teachers be placed in the ASPIRE program and have an effective or highly effective student growth measurement.

Program Challenges

Frequent school changes, teacher mobility, challenging student demographics, curriculum shifts are some of the challenges the program faces.

Teacher Data: VAM Student Growth

- Breakfast Point Academy: the program has 5 highly effective teachers and 1 effective teacher.
- Deane Bozeman School: the program has 2 highly effective teachers, 3 effective teachers, and 1 needs improvement teacher.
- Merritt Brown Middle School: the program has 2 highly effective teachers, 2 effective teachers, 1 needs improvement and 1 unsatisfactory teacher.
- Mowat Middle School: the program has 2 highly effective teachers, 3 effective teachers, and 1 needs improvement teacher.

- Surfside Middle School: the program has 1 highly effective teacher, 3 effective teachers, and 2 needs improvement teachers.
- Everitt Middle School: the program has 1 highly effective teacher, 7 effective teachers, 3 needs improvement teachers and 3 unsatisfactory teachers.
- Jinks Middle School: the program has 1 highly effective teacher, 6 effective teachers, 3 needs improvement teachers, and 4 unsatisfactory teachers.

Barriers to Student Achievement

Student absenteeism, mobility & frequent school changes, lack of parental support and mental health issues are challenges the teachers face day to day.

The Challenge

The average Lexile for ASPIRE students are 472L-709L (Grades 2-3) and expected range is 925L-1185L (Grades 6-8). The average growth for students in Reading is 60L across the nation. Bay District Schools have made a 96L average so far this year.

Achieve 3000: Lexile Growth Across Schools

8th grade is typically sees the lowest growth. Breakfast Point Academy has seen the highest growth (80) and Surfside has seen the lowest growth (43) this year.

Program Improvements: Moving Forward

The annual school plan review will include meeting with administration, ASPIRE team lead, and district ASPIRE team prior to the beginning of school with goals and plans for progress monitoring data.

ASPIRE and AdvancED Accreditation

The program satisfies multiple accreditation requirements related to leadership, learning, and resources.

Haney Calendar and Scheduling Updates for 2018-2019 – presented by Ann Leonard, Director of Haney Technical Center

CTE Programs are only offered in the fall. The programs are clock hour programs and the most hours a student can earned on K-12 calendar is 880 hrs. Currently, only 4 programs can be completed in that timeframe. It is difficult for the fulltime students to take the breaks on the K-12 calendar knowing that it will take them longer to complete their programs.

Proposed Student Calendar – By adjusting the current K-12 calendar, 9 programs can be completed. If Haney Technical can add 5 additional days it would equal 905 hours per school calendar. To reach 1050 hours, Leonard would like to pay teachers for planning periods in specific programs. That would include 2 pre-planning days, 2 PLC days, and the January records work day.

The Superintendent stated that he will bring the proposed calendar to the Board for approval.

With no further business scheduled to come before the Board, Chair Littleton adjourned the School Board Workshop at 11:30 a.m.



Ginger Littleton
Chair



Bill Husfelt
Superintendent