

Gadsden County Schools

Gadsden County High School



8-Step problem solving step zero school students strategic goals college and career mission vision public and collaborative teaching family and community involvement planning building relationships increased achievement assessment resources effective leadership strategies ambitious supportive environment instruction improvement needs

2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
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Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

Gadsden County High School (GCHS) vision for leveraging community assets, improving school and community collaboration, and developing family and community partnerships is to bring together identified community partners to offer a range of supports and opportunities for its students, its families, its educational stakeholders and staff and the community in general.

Focus was put on establishing and maintaining partnerships to achieve results through:

1. Students attending school regularly;
2. Students becoming motivated and actively involved in learning;
3. Families increasingly involved with their children's education;
4. Family and school efforts working effectively together;
5. Students succeeding academically;
6. Students healthy – physically, socially, and emotionally;
7. Students learning in a safe and supportive instructional environment; and
8. Teachers who are supported and highly effective in establishing a classroom environment conducive to learning.

GCHS will focus on enhancing delivery of existing school-based services in concert with its community partners, removing barriers and meeting needs of the schools through a mutually established framework. School-site community partnership leadership teams have been established. They are composed of school and community stakeholders to guide planning, implementation, and evaluation of the partnership to maximize effectiveness, align resources, and create sustainability. School leadership teams and staff will leverage these elements as outlined below to create a framework for results based on the needs assessment identified in the school's plan.

1. Identify a designated person on GCHS to lead the coordination of school-community partnerships, who will maintain partnerships with community agencies and facilitate effective communication and collaboration among the leadership team to ensure that specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community are active partners in the wrap-around services process.
2. Establish clear expectations and shared accountability for GCHS and community partners with delineated roles and responsibilities for school personnel and community providers in order to enhance efficiency and effectiveness of service delivery while ensuring that the needs (as identified in the turnaround plan) of the school are being met.
3. Establish a process for reviewing and identifying high-quality services that leverage school and community resources throughout the partnership, which includes ensuring services are provided by specialized instructional support personnel and community service providers with the knowledge and skills critical to improving student and school outcomes, as identified by the needs assessment.
4. Establish a comprehensive professional learning plan for school leadership, teachers, staff, and community partners, that are continuous and high quality to ensure effective

partnerships, which lead to improved student learning, as well as stronger families and communities.

5. Conduct regular meetings with all stakeholders (participating school staffs and community partners) to ensure continued building of relationships and trust, developed common language, and learned content and promising practices around school-community partnerships for high student and school outcomes.
6. Establish a plan for long-term sustainability based on ongoing needs assessment in order to maintain partnerships and/or establish new partnerships based on identified and/or changing school needs, as well as identify and capitalize on financial assets of community partners to maintain a consistent funding stream in support of programs and activities aligned with a common vision.
7. Conduct regular evaluation of partnership effectiveness through a variety of measures, which includes reevaluating current school/district partners and/or selecting new partners based on data that highlight their best-fit with the current needs of the schools and communities.
8. Establish a communication plan to share progress and challenges as they relate to the success and challenges of each school-community partnership to determine: (1) what is working; (2) what is not working; (3) challenges and ways to overcome barriers, and; (4) successes in order to educate the larger educational community and others seeking to improve schools through community partnerships.

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

Academic and Character Standards

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

Gadsden County High School (GCHS) will implement the academic standards established by the Florida Department of Education. The school, in alignment with the district and FDOE, will: (a) Hold all students to high academic standards; (b) Prepare all students for success in college and career; (c) Guarantee that steps are taken to help students improve; and (d) Hold schools accountable for student outcomes. To ensure that standards-based instruction occurs, high quality, tailored professional learning opportunities will be provided to all teachers to be able to meet the changing demands/challenges specific to the school with fragile learners with adverse childhood experiences. The support is designed to cultivate teacher leaders who are prepared to facilitate improvement in teaching and learning at their school from within their classroom.

Led by the Professional Learning Director and Area Directors for Instruction, instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content area. These strategies have proven effective in reaching some of the lowest quartile of students. The district hopes that the infusion of these research-based strategies will further narrow the achievement gaps of all student subgroups. Effective pre-service/in-service programs are designed to improve teacher skills and credentials and develop appropriate curriculum for high-needs students, especially

subgroups of students like ESE and EL students.

Summer professional development continues to be offered for school administrators, and staff on implementing Florida standards and strategies for increased rigor, integrating a standards-based curriculum to drive instruction, and monitoring the instruction after implementation. Trainings are offered throughout the summer with ongoing progress monitoring during the upcoming school year to assist with transferring learning into classroom instruction. The district collaborated with teams of teachers and FDOE instructional specialists to develop curriculum pacing guides that support Florida standards. During preplanning week each year, more training on instructional effectiveness and the infusion of standards is offered through principal trainings at each school so that teachers are fully aware of how the standards align to the state assessment and instruction. Modeling, training, data analysis and other training activities are provided throughout the year by district staff. Multi-Tiered Systems of Support (MTSS) trainings continue to be offered for site-based staff, especially for those responsible for training individual teachers at the site as different tiers of intervention are required.

Classroom management, differentiated instruction, along with other research-based strategies are part of the professional development schedule during the school year and are also available online through Edvate to assist teachers in reaching maximum quality and helping them to assist their students in achieving maximum academic proficiency. GCHS will utilize small group instruction to ensure that academic needs of every student are addressed. Subject expert consultants trained in standards-based implementation are contracted as necessary to assist with trainings. Monitoring is ongoing throughout the year so that adjustments in the training can be made as necessary to better impact transfer of knowledge. Instructional specialists and leaders at all schools identified as DA schools, are invited to attend FDOE's Differentiated Academy (DA) during the summer. The schools benefit greatly from the state's best practices and trainings to assist them in delivering instruction. All trainings and strategies are based in the body of knowledge surrounding Florida standards and are reinforced by district instructional specialists and the professional learning team throughout the school year. All trainings and modeling at the school level are developed around the alignment of the standards to the state assessment and student achievement. All activities are based on the foundational practices for FEAPs to promote common language and understanding of expectations for the quality of instruction and professional responsibility.

Character Standards are critical to a learning environment. There are many strategies to address character and behavior of children in school but most are derived from a Multi-tiered System of Supports (MTSS) and Mental Health plans. GCHS has taken a close look at the options available and where we can make the most improvement. GCHS has decided to use Restorative practices as the approach to deal with Character Standards. It is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and anti-social behavior, repair harm, and restore relationships. Restorative thinking is a significant shift from punishment-oriented thinking. Restorative practices cultivate a culture where everyone feels like they belong. Goals for students at turnaround schools will be to learn to value and regularly use proactive positive ways to build and maintain a peaceful classroom community. Chronic absenteeism has been identified as a key early warning system indicator of students most likely to drop out of high school and is included in state and local early warning systems (EWS). Chronic absenteeism continues to increase through high school so GCHS will address this issue in its project. The findings of research indicate that one of the most effective strategies for closing the achievement gap will be a concerted effort to enable and ensure that high-poverty students attend school regularly. GCHS is proposing to employ attendance interventionists who will work with teachers, school leaders, students, and parents to identify the root causes of attendance issues and link the families with the appropriate

support services necessary for them to attend school regularly and come to school ready to learn.

Parental Involvement

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

Gadsden County High School (GCHS):

Although a parent's role in their children's learning evolves as kids grow, one thing remains constant: the parent is a children's learning model. Their attitudes about education can inspire their children and show them how to take charge of their own educational journey. This project will focus on training parents to be role models; to pay attention to what their child loves; to tune into how their child learns; to practice what their child learns at school; to set aside time to read together; to connect what their child learns to everyday life and to the world; to help their child take charge of their own learning; to keep their child's schedule free for learning; and keeping digital distractions to a minimum. In the process, we hope to teach the parent how to learn something about themselves and improve their own understanding and ability to help their children at home with their learning, thereby positively impact the social-emotional skills necessary for success in life. GCHS will focus on several different approaches to parent involvement. Research has shown that parent engagement differs in intensity as the child moves through middle and high school. Students are more independent. Some drive, some work, and most have outside relationships that encompass their time as a young adult. Parents tend to let older children fend for themselves once they get to the high school level. In an effort to improve parent engagement, there will be several programs added to the high school scheduling that will include student presentations. Most parents want to see their child perform and having presentations (music, art, STEM, and other athletic and non-athletic competitions) bring parents out more than just a parent meeting. Some other strategies will include the following:

Planning Counselor Conferences

Course choice is pretty overwhelming for some students. One way to assist in making the best choices is to invite parents to participate in conferences with guidance counselors. Including them in these decisions prompts discussion around course and career pathways of interest and help to encourage family buy-in and support.

Clarifying Academic Success

Setting students up for success often means clarifying expectations at the beginning of the process. The school can assist with ensuring expectations for students are realistic and appropriate by defining what academic success looks like in high school and beyond.

Identifying School Resources

Despite preparing parents for the transition from high school to college, parents usually have unanswered questions and concerns. By providing names and contact information of resources at the high school for parents to contact if they have unanswered questions can help to close this information gap.

Encouraging School Visits

Encouraging parents to engage with transition from high school to college can be simple if the parents are invited multiple times to visit the high school with their children prior to the start of high school and during the four years of academics of their child. School visits allow the entire family to better visualize what the transition looks like and are really important to spark the engagement of relatively un-engaged parents.

Hosting Parent Days

Beyond just visiting the school campus, the school will host a series of parent meetings, including a 'parents day' to help parents better understand the high school experience, their student's responsibilities, and provide additional opportunities to visit with their child's teachers.

Involving Parents in Activity Planning

Parents must be included in transition from middle school to high school and as their child progresses through high school. Making parents part of the academic planning and team of the child will provide parents with an outlet to express what they would like to see happen for their child's success through their high school years. Parents can bring insight as to the expectations and needs of their children and will help enlighten the school team with ways to best support the child.

Connecting High School Parents with Parents who are already in College

Parents of students already in college and career pathways are invaluable resources for parents in high school. Parents of college/career path students can help prepare the high school parent for the transition as their children graduate. Not only can these parents offer advice from personal experience to the high school parent but they can also alleviate some stress on the school administration in addressing concerns and questions from parents.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

The ultimate goal of the district is to improve student learning and educational opportunities. Recruitment and retention of qualified and effective teachers is considered a potential means to that end. District goals and objectives are:

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

Objectives:

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

Goal 2: Improve Teaching Salary Competitiveness

Objectives:

- Develop special programs and incentives (i.e., fee waivers to attract, continuing education scholarships, recruitment and retention bonuses, etc.) to attract people into teaching and to recruit teachers for high need areas (mathematics, science, ELL), and recognition of work and/or educational attainment for teachers
- Develop a scaffolding process for raising teachers' salaries across-the-board and targeting larger salary increases to key groups, such as new teachers, to maximize cost-effectiveness
- Provide flexible working opportunities, such as part-time teaching to attract hard-to-fill subject specific vacancies, as well as job exchange with industry.

Goal 3: Expand the pool of potential teachers

Objectives:

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

Goal 4: Improve Hiring Practices

Objectives:

- Change hiring processes to ensure teachers are hired earlier in order to compete with other higher paying districts.
- Include, as part of the hiring process, information rich documents about the district, as well as school specific documents.
- Provide incentive schemes to recruit teachers with high-level competencies and the correct certifications.
- Work closely with Teacher-Teacher.com to expand the reach of recruitment and quality of candidates.

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

Objectives:

- Improve the effectiveness of current teachers with feedback, support, coaching, and a focus on classroom environment and relationships with students.
- Restructure the professional learning of teachers to be school-based and school-need specific augmented with district-wide professional learning.
- Provide release time to teachers who are consistently effective to model and teach specific

practices to less effective teachers.

Goal 6: Strengthen Teacher Retention Efforts

Objectives:

- Identify district and/or school-level mentor teachers who can provide guidance and supervision to new teachers in close collaboration with university partners.
- Monitor resources dedicated to induction, mentoring, teacher development programs/activities carefully to ensure the quality consistently meets the specific and identified needs of teachers and/or schools.
- Restructure professional learning to encompass:
 1. Incentive for participation in professional learning as a requirement for salary increases or taking on new roles.
 2. Linking individual teacher learning with school improvement needs.

Goal 7: Make Reward Mechanisms More Flexible

Objectives:

- Expand incentives and policies to focus on:
 1. Making high-needs schools attractive – increasing the incentive for teachers to teach in high needs schools (i.e., low performing and/or turnaround schools).
 2. Providing scholarships and/or forgivable loans for teachers to upgrade their content and pedagogical skills through enrollment in graduate and/or graduate certificate programs, prioritizing for teachers who teach in critical shortage areas.
 3. Combining pay incentives with improved working conditions
 4. Combining pay incentives with “cohort” assignments.

Professional Development

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

To maintain continuity of strategic goals and outcomes for all schools in the district, the professional learning plans are all focused on academic rigor, direct instruction, and creating high academic and character standards. As has been established in earlier parts of this application, these things are in addition to the strategies that were identified by school in items 1-3 of this application.

Gadsden County High School (GCHS)

Instructional Design and Lesson Planning training for GCHS applies concepts from human development and learning theories. Leaders and teachers are taught to maintain student-centered, safe, organized, flexible, and collaborative learning environments. They are taught to engage and challenge instructional delivery and facilitate to support identified student needs. They learn how to use data from assessments to make instructional decisions to match learning objectives with mastery. They collaborate with home and community to support student learning and continuous improvement. Maintaining professional responsibility and ethical conduct is stressed.

The school instructional specialists hold regular trainings throughout the school year to assist non-content area teachers in learning how to infuse reading into their content areas. These strategies have proven effective in reaching some of the lowest quartile of students and achievement gaps between minority and non-minority students are continuing to narrow.

This TSSSA plan is designed to build the capacity of pre-service personnel, parents, and

professionals with specialized knowledge to enhance literacy outcomes. In order to improve supports and services for children from culturally and linguistically diverse backgrounds, the projects support teacher trainees each year to complete coursework toward certification and/or degree to serve at GCHS. They provide all teachers at GCHS with job-embedded professional learning each year and provide parents with literacy and standards professional learning. Professional Learning builds capacity to implement, evaluate, and disseminate highly effective evidence-based practices. The project engages learners in specialty courses and cross-disciplinary professional learning in a competency-based model to build knowledge and skills essential for literacy personnel to become highly qualified so they can better address the needs of fragile children.

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

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

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

Professional learning will benefit recipients in at least three ways:

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

Professional learning will enhance human capital management systems by:

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

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

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

Grade level performance scores on the FSA in all core subjects, especially in ELA/Writing and Science, coupled with progress monitoring data, indicate the student's deficiencies in vocabulary and comprehension of informational text. Reading and writing are strongly linked to all content learning and are critically important to a high school student's success. Weaker foundational skills contribute to a students' inability to perform well on rigorous assessments like FSA. Not addressing foundational weaknesses presents a point of frustration to students as they attempt rigorous classes in high school. It also increases the likelihood of students becoming a dropout before finishing high school. To this end, the following strategies are prioritized to be implemented to ensure academic success.

- GCHS works to identify the standards that are most useful to improving vocabulary, writing, and informational comprehension and revise the curriculum to include more exposure and practice in these skill areas. Science curriculum is aligned to similar standards so that exposure and practice with Science standards includes practice in vocabulary, writing, and informational comprehension. There is a strong relationship between vocabulary knowledge and reading comprehension in all core content subjects in high school. GCHS teachers embrace Robert Marzano's six step process for learning.
- GCHS' leadership team, in collaboration with instructional specialists and the Area Directors for Elementary and Secondary Education identify the lowest quartile of students. The Area Directors work with school leaders to recommend that the best teachers be placed with the most fragile students. Once school leadership has ensured effective staff are assigned to each classroom, the instructional specialists work directly with school leaders and classroom teachers to share and model evidence-based strategies.
- Instructional specialists and the Area Directors monitor progress at GCHS regularly and work to continually provide technical assistance on the use of data to make decisions about strategies for reaching the most fragile students. Data analysis helps identify the best interventions to reach students, including strategies of MTSS and Restorative Practices. Resource teachers are provided technical assistance by instructional specialists via modeled lessons and use of appropriate intervention resources. Common planning and professional learning communities (PLCs) are used to effectively reach the most fragile students, especially those with the largest achievement gaps.
- Regular common assessments are part of GCHS' instructional focus in core subjects. Common assessments are reviewed by the district's Curriculum and Instruction Department.
- Instruction beyond the normal six-period day is offered for a seventh-period for those students who need remediation.
- Regular after-school instruction extends beyond the seventh-period for other remediation
- Summer school instruction targets those students who have level 1 and 2 performance and/or who are recommended by their teacher to get extra interventions to improve academic proficiency
- Regular day school teachers work with after school and seventh-period instructors to coordinate and align remediation needed by each student.
- Monitoring early warning signs, absenteeism, behavior, and regular progress monitoring of instruction is ongoing daily at GCHS by school leadership, interventionists, and teachers.
- Common planning for subject area teachers is held bi-weekly with regular faculty meetings that focus on professional learning and strategies for improvement.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

1	III.1.	Family and Community Partnerships				\$0.00
2	III.2.	Academic and Character Standards				\$72,425.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6100	160-Other Support Personnel	0051 - Gadsden County High School	TSSSA	2.0	\$50,000.00
		<i>Notes: 2 student support mentors for MTSS and PBIS targeted support to students to assist with behavior and discipline</i>				
	6100	210-Retirement	0051 - Gadsden County High School	TSSSA	0.0	\$5,000.00
		<i>Notes: retirement @ 10%</i>				
	6100	220-Social Security	0051 - Gadsden County High School	TSSSA	0.0	\$3,825.00
		<i>Notes: FICA @ 7.65%</i>				
	6100	230-Group Insurance	0051 - Gadsden County High School	TSSSA	0.0	\$11,400.00
		<i>Notes: group health insurance at \$5,700 annually each</i>				
	5100	232-Life Insurance	0051 - Gadsden County High School	TSSSA	0.0	\$700.00
		<i>Notes: life insurance at \$350 annually each</i>				
	6100	240-Workers Compensation	0051 - Gadsden County High School	TSSSA	0.0	\$1,500.00
		<i>Notes: workers comp @ 3%</i>				
3	III.3.	Parental Involvement				\$0.00
4	III.4.	Incentives for Instructional Personnel				\$0.00
5	III.5.	Professional Development				\$0.00
6	III.6.	Focused Instruction				\$31,975.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5900	390-Other Purchased Services	0051 - Gadsden County High School	TSSSA	0.0	\$15,000.00
		<i>Notes: 1 reading interventionist to provide targeted support to students</i>				
	5900	390-Other Purchased Services	0051 - Gadsden County High School	TSSSA	0.0	\$15,000.00

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			<i>Notes: 1 math interventionist to provide targeted support to students</i>			
	5100	510-Supplies	0051 - Gadsden County High School	TSSSA	0.0	\$1,975.00
			<i>Notes: materials and supplies for project-based learning</i>			
				Total:	\$104,400.00	