




TO: Board Members
Superintendent

FROM: Scott J. Lempe, Deputy Superintendent 

DATE: September 16, 2016

SUBJECT: September 20, 2016 Work Session – Superintendent Search

On your agenda for the September 20, 2016 Work Session we have some time to continue our efforts to recruit and hire the next Superintendent of Schools. Our primary goal for this work session is to help you narrow the field of candidates from eight semi-finalists to the finalists whom you'd like to bring in for interview in October. To aid in your evaluation we've provided each of you with a complete application package for each of the semi-finalists. In addition, recall we asked each of the semi-finalists to respond, in writing, to three questions. I emailed those responses to you yesterday. Hard copies of their responses are at Tab 2.

If the Board is prepared to talk about your individual recommendations we will record those recommendations on the tool at Tab 1. Once we have all your recommendations recorded we'll look for commonalities--with a goal of rallying around three to five finalists whom we'd then ask to come for face to face interviews the week of October 11, 2016.

In addition to agreeing on the finalist pool we'd also like to update the Board on next steps; including interviews, a community tour, and a community reception. To support those conversations we've included the following:

Tab 3—Interview Schedules. This tab includes three possible interview schedules—each depending on the number of finalists you select for interview. We'd like to talk a bit about the interview process and answer any questions you may have.

Tab 4 –Draft Tour. On the day of formal interviews, we will have citizen ambassadors taking each of the finalists on a tour of our community and our schools. A draft of that tour is attached.

Tab 5—Reception Comment Card. On the evening of October 13, 2016, we have scheduled a Community Reception. Aside from public comment at a regularly scheduled Board meeting this will be the last opportunity for our community to participate in the selection process. Together with the Education Foundation of Sarasota County we'll update you on our efforts to make this reception a success. This tab represents a comment card we'll use to collect information from our citizens.

Tab 6—Timeline. An updated timeline is included here just as information to the Board. The only changes that have been made since you last saw the timeline are the addition of this, the September 20, 2016 Work Session, and removal of a Work Session on October 4, 2016.

Again, our primary goal for this work session is to narrow the candidate pool from eight semi-finalists to your agreed upon finalist pool. We look forward to working with you toward that goal and stand ready to do whatever we can to facilitate your success. Please let me know if there is anything you need, or anything we can do to make this work session a success.

Tab

1

Tab

2

Curtis Todd **Bowden**

1269 Western Pine Circle ♦ Sarasota, Florida 34240 ♦ 941.487.7970 ♦ bowden1ctb@comcast.net

Sarasota County Schools Superintendent Search Semi-Finalist Question Responses

September 11, 2016

1. Describe an exemplary relationship between the Board and Superintendent and what your role would be to ensure that this relationship prevailed?

An exemplary relationship between the Board and Superintendent is one built on open communication and clearly defined roles.

Like any relationship, there must be open communication. The Board must clearly communicate their expectations to their Superintendent. In addition, the board must feel comfortable communicating with the Superintendent on an ongoing basis. The Superintendent has a responsibility to communicate clearly, and frequently, with the board. The Superintendent must provide useful, unfiltered information to the board that is both timely and accurate.

Clearly defined roles are essential to an exemplary relationship. The Board is the elected body. They are accountable to the voters. They are responsible for setting policy and employ the Superintendent. The Superintendent is the appointed Chief Executive Officer of the organization. It is the Superintendent's responsibility to implement policy and direct staff on a day-to-day basis. Both the Board and the Superintendent should respect each other's roles and act in unison for the good of the district.

It would be my responsibility to meet individually with each board member and collectively with the board as a whole to define roles and establish lines of communication. This is a process that must be repeated continuously throughout my tenure.

2. What steps would you take to secure community support for the continuation of the additional voted millage?

In March of 2018, almost exactly one year after the new Superintendent is appointed, the voters of Sarasota County will return to the polls to decide if the additional mil for school operations is continued. This is a vote not only about taxation but about how the district is perceived. Is the district well run? Does the district maximize the use of its current resources? Can the district, and its Superintendent, be trusted? This is not a campaign that is waged only in the months leading up to Election Day, but a mindset that must prevail in everything that we do.

As Superintendent, I would engage the community immediately upon my appointment. The Superintendent must be the face of the district. The Superintendent must be knowledgeable about the district, both instructionally and operationally, and willing to engage a variety of stakeholders. When the campaign formally starts, it cannot be the first time our community has interacted with their new Superintendent.

In addition to building a culture of trust and transparency, the Superintendent must lead the campaign for renewal. As your Superintendent, I pledge to contribute my personal time and financial support to ensure continuation of the additional voted millage.

3. What methods have you found successful in assisting low performing schools achieve improved results?

In looking for a school improvement model for a low performing school, we need to look no further than our own Alta Vista Elementary. Alta Vista has proven that students of any socio-economic status can achieve when provided with the necessary resources and consistency over time. This model includes five key elements, that when employed cohesively and given time, can transform a school. The five elements are:

- (1) A High Quality Teacher in Every Classroom. All school improvement begins at the classroom level. We must attract and retain the very best teachers and support them with professional development and instructional resources.
- (2) An Untiring Social Worker. Our community is rich with resources. Social workers provide the “connective tissue” that links our students and families to these resources.
- (3) A Principal Who Refuses to Compromise. School improvement is impossible without a Principal who understands the needs of their community and refuses to compromise when it comes to providing opportunities for students.
- (4) Extended Learning Opportunities. For students to succeed, we must provide additional time through extended-day and extended-year programs.
- (5) A Two-Generational Approach. By providing educational and employment resources to parents we stabilize the home and ultimately impact students.

Describe an exemplary relationship between the Board and Superintendent and what your role would be to ensure that this relationship prevailed?

Based upon my experience, an exemplary relationship is fostered when all partners are professional, open, honest, and committed to achieving what is in the best interest of the students for whom we serve. It is my belief that the relationship between the School Board and the Superintendent should be built upon these core values!

In my role as Superintendent, it would be my duty and responsibility to ensure that this exemplary relationship prevails through:

- ❖ Communication, communication, communication!
 - Establish face to face bi-weekly meetings prior to each board meeting, when critical issues arise and upon request
 - Be readily available to Board members
- ❖ Establishment of operational guidelines
 - Issues/concerns would be expected to be handled respectfully, responsibly, honestly and efficiently
 - No SURPRISES or blindsiding; be forthright
 - With the goal of consensus in mind, there may be occasions when the School Board and Superintendent have to *agree to disagree*
- ❖ Maintaining a focus on academic outcomes for **ALL** students
 - Celebrate successes
 - Listen and problem solve
 - Monitor data

I believe it is my responsibility to monitor the pulse of our work together and to assure we **Reach Higher** for the students of Sarasota County!

(199 words)

What steps would you take to secure community support for the continuation of the additional voted millage?

Based upon my prior district involvement with obtaining community support for the millage and my research on Sarasota's strategies and successes, I would secure support for the continuation of the additional voted millage in following manner:

- ❖ Obtain input from the Board and Cabinet regarding their thoughts on prior campaigns, successful strategies, identification of influential individuals within the community to help support and carry our message, suggestions regarding potential speaking venues and issues of concern
- ❖ Recruit and meet face to face with identified community supporters to immediately begin to build trustworthy relationships (i.e. Citizens for Better Schools, Chambers, Commissions, etc.)
- ❖ Establish a core team of community supporters to collaboratively work with the Board and district
 - Develop a plan to reach all community constituents
 - Build presentation(s) and informational brochures stating the facts, prior use of millage dollars and district successes
 - Meet throughout the campaign to ensure ongoing communication
- ❖ As Superintendent, I would serve as the face of the school district, presenting the Facts vs. Myths
 - Be accessible to community, churches, school/district personnel, media, etc.
 - Ensure constituents are aware of the positive accomplishments/current events, successes of the past and plans for the future

(199 words)

What methods have you found successful in assisting low performing schools achieve improved results?

As a Deputy Superintendent and a consultant in North/South Chicago Public Schools, I've experienced the challenge of leading and working in turn around operations for low performing schools. While each situation is unique, typically three factors are common: inability to use data to inform instruction, lack of focused professional development (PD) and inability to implement with fidelity.

To achieve improved results in low performing schools, I've found concentrated, focused methodologies most successful. The *Power of "US"* (unified support):

- ❖ Triage district staff, curriculum staff, Title I, ESE, ELL and Instructional Support Teachers on Assignment
 - Personnel responsible for ***focused***: on-sight visits, classroom walk-throughs, modeling strategies, progress monitoring, data reviews, PD, planning, debriefs
 - Weekly/bi-weekly district level updates; bi-annual school updates
- ❖ Utilize data to drive leadership, instruction and conversations in low performing schools
 - Provide meaningful/timely data to principals: relevant teacher/class data; subgroup disaggregation to identify students with achievement associated risk factors, etc.
 - Provide ongoing exemplary PD for principals/school-based staff: instructional application of data, data rooms, data chats, etc.
- ❖ Blended resources
 - State/federal funds utilized to support limited time positions
 - Focused PD from federal programs, Reading/Writing/Math specialists, etc.
 - Utilize partnership with Department of Education School Improvement

(200 words)

Ryn berg

1. Describe an exemplary relationship between the Board and Superintendent and what your role would be to ensure that this relationship prevailed?

An exemplary relationship between a Board and a Superintendent must be based upon mutual respect and meaningful collaboration. As with all organizations, differing perspectives is a normal part of the working relationship. As a result, it is vital that the Superintendent, along with the Board corporate, respect and the honor the individual abilities and background of each member. Doing so creates environments for healthy dialogue, discussion, and decisions.

As the districts educational leader, one of my roles as Superintendent is to develop district wide cultures of trust and respect. Transparent communication, with open dialogue, provides opportunities for members to speak and listen. Although Board members may agree at times to disagree with their peers, they do so with respect so long as the process for individual and group dialogue, discussion, and decision is adhered to. The communication process must be construed as orderly and in accordance with established and agreed on Board norms and governance.

To ensure healthy relationships, communication norms for the Board and the Superintendent should be clear. The establishment of norms and bylaws to ensure effective governance is a necessary part of that process. Board trainings, retreats and workshops can also assist in keeping the board members constantly and consistently informed.

2. What steps would you take to secure community support for the continuation of the additional voted millage?

Additional millage is often viewed as a necessary tool for improving district goals. Clear and concise communication of those goals is needed in order to secure the additional funds from the public. Equally important, is the ongoing importance to communicate how those funds were used.

I have found that millage renewals are renewed if three things occur.

1. Did you use the money for the stated goal?
2. Did you communicate, throughout the years of the millage, the allocation of funds and denote the added benefits for students/public?
3. Did you inform/guide the public on the potential impact for the renewal millage's proposed impact for students/public?

During the past five years, as citizens, we now get information via a variety of differing media. Twitter, Facebook, Instagram, Blogs, LinkedIn, etc. are only a few of the ways we now get information. Information is advertised via an assortment of individual likes on social networking sites. This has been a major shift in communication style. T.V., radio, newspaper, magazines, etc. are now only a few ways we gather information.

To ensure continuations of millage renewals, it is important that we communicate, via a variety of social media, the importance and impact that those additional funds are benefitting students and the public. As a result, if the public finds value in the millage, they will renew it.

3. What methods have you found successful in assisting low performing schools achieve improved results?

Numerous times, I have led schools as a principal, Leadership and/or Instructional Coach, and as an Assistant Superintendent for Curriculum and Instruction. Humbly speaking, as a leader who has led improvements with low performing systems, I acknowledge that there are two groups that need our support. The first group is teachers. Teachers need help and guidance with how to deliver effective instruction, as well as with training, helping, and supporting the social and emotional needs of our kids.

Often, unlike their peers in higher performing schools, lower performing schools have a litany of additional needs. Supporting teachers is critical for school success. Bottom line: Teachers have a 33% impact on learning within the school. They are our “boots on the ground” for getting it done. Ensuring their success is our number one job.

The school leader, on the other hand, has a 25% impact on learning. The leaders daily job is diverse. They are expected to do and know all things to support staff and students. An effective leader can proactively impact educational opportunities for every student.

As a former leadership and instructional coach for teachers, I have found the best path to success is to build upon the schools leadership teams educational knowledge to improve relationships, culture and climate, student and adult self-efficacy, teacher’s pedagogy, and literacy across the curriculum. Doing so, we develop critical thinking around educational best practices for school improvement.

Superintendent Search – Sarasota County Schools

Written Responses of Mark T. Porter

1. Describe an exemplary relationship between the Board and Superintendent and what your role would be to insure that this relationship prevailed?

Response:

There is nothing more important to the overall success of a School District than the working relationship between the School Board and the Superintendent. There are four essential elements;

- **Common Vision** – The School Board and Superintendent must have a common vision and direction for the School District. Without this the efforts and resources of the District will be unaligned, inefficient and ultimately ineffective.
- **Roles & Responsibilities** – The School Board and the Superintendent have unique and different roles and responsibilities when it comes to carrying out the vision and plan for growth/improvement in the School District. The Superintendent must respect and never assume the authority of the School Board. The School Board must recognize, understand and respect the role of the Superintendent and the fact that the authority of the School Board is grounded in their work as a collective body not as individuals.
- **Effective Communication** – Establishing on-going, two-way communication between the Superintendent and the School board is the most important role of the Superintendent in maintaining an effective relationship with the School Board. School Board members must receive the information they need and/or request in a timely manner before being asked to exercise their authority. It is also important that all members of the School Board have the same information available to them for their consideration. Each school board member may also have individual preferences as to communication and it is the role of the Superintendent to respect and honor these preferences.
- **Collective Courage** – Public education today is demanding and difficult, but incredibly rewarding. Together, the School Board and Superintendent must have the courage to make decisions that align with the vision and direction of the School District and take into consideration the needs of all students.

Superintendent Search – Sarasota County Schools

Written Responses of Mark T. Porter

2. What steps would you take to secure community support for the continuation of the additional voted millage?

Response:

As a Superintendent and as a School Board Member I have never been associated with a failed voter approved initiative. Prior to my tenure as a member of the School Board in South Washington County there had been a pattern of several failed voter initiatives. I led an effort of the School Board to successfully reverse this detrimental trend and we successfully engaged our communities to support a much needed referendum for additional operating revenue. The approach we established continued through my tenure as Superintendent and to the best of my knowledge continues today. I have used these same principles to successfully pass both a 10-year renewal of a ½ cent sales tax for capital improvements and a 4-year renewal of a .5 mill for operating revenue in the Monroe County Schools during my time as Superintendent.

Community engagement is the key. Not just during a specific campaign but meaningful and ongoing engagement that provides both information to the community and opportunities to listen as well. These efforts must extend beyond the Board Room and beyond our schools. It is imperative that we reach out and engage with our communities on their turf so to speak.

As Superintendent I am often called upon to be the primary spokesperson for the School District. I enjoy the opportunity to be present and will willingly accept invitations to speak and present to virtually any audience. I would also proactively schedule community listening sessions throughout Sarasota County. A successful effort to approve the continuation of the additional voted millage virtually has no beginning or end. It must be an ongoing, genuine and meaningful effort to engage our communities.

Superintendent Search – Sarasota County Schools

Written Responses of Mark T. Porter

3. What methods have you found successful in assisting low performing schools achieve improved results?

Response:

There are no “magic wands” to improve student achievement in low performing schools, however I have found the following methods and strategies to be successful in addressing this challenge;

- **Allocation of Resources Based on Student Need** – To me this is the essence of the challenge of public education today – resource allocation based on student need. Not all students require the same resources to successfully advance their learning and resources must be allocated accordingly. The three strategies that follow are specific examples of such resource allocation.
- **Additional Time on Task** – In order to truly close existing and persistent gaps in student achievement we must be willing to allocate resources that provide additional time on task. While after school programming can be somewhat effective, the more effective allocation of time is an extended school year instructional calendar for students whose academic performance is lagging.
- **Targeted Early Learning Services** – It has been researched and proven that the most effective investment that can be made toward improving student achievement for traditionally low performing students is an investment in early learning for these students. I have done this successfully in two school districts.
- **Differentiated District Support/Intervention** – I do not expect District level support services to be allocated equally to all schools. High performing “A” rated schools do not require the same amount of time, support and intervention from the District that “C” or “D” schools require. In fact, truly high performing “A” rated schools may require very little additional support/intervention and only on an as requested basis. Whereas, borderline “B”, “C” and “D” rated schools will require and will receive additional services and interventions based on the extent of their challenges.

Sarasota Superintendent Search Questions

Brennan Asplen III

9-14-16

- 1. Describe an exemplary relationship between the Board and Superintendent and what your role would be to ensure that this relationship prevailed?**

An exemplary relationship between the Board and the Superintendent hinges on transparent and proactive mutual communication. Challenging issues, concerns, and problems should be discussed candidly with trust and respect, understanding that all decisions should be made with the students' best interest in mind. The Board and the Superintendent should work closely as a team with high integrity to discuss the direction for the strategic plan as well as long term goals for the future of the district.

The Superintendent should serve as a partner with the Board keeping the Board fully informed and in front of issues, major crises, internal changes, legislative updates, news releases, and district events. It is important for the Superintendent to attend community events with the Board signifying a cohesive and effective team, demonstrating confidence and modeling commitment to all employees and community members. I would expect the Board to have high expectations of me as a servant leader and I would strive daily to make the right decisions for the district through the lens of the Board's direction.

2. What steps would you take to secure community support for the continuation of the additional voted millage?

St. Johns County School District recently went through a similar experience as a half-cent sales tax was passed to allow for new construction and technology infrastructure needs. After playing a part in this initiative last year, I would utilize this knowledge and gather the leadership team to discuss a plan of action and create a powerful platform to educate the community. I believe district leaders should conduct multiple presentations across the community addressing goals that have been achieved and displaying results of what has been accomplished thus far with the funds that have been generated from the increased millage. It is essential for all stakeholders to recognize that the district has been an excellent steward of the funding and understand how that funding has benefited the students of the school district. Then, we must illuminate the current millage rollback from the state causing budgetary shortfalls, along with projected needs that justify the additional millage. It would be wise to include community members on the team who are experts in marketing and campaigning to positively create a sense of urgency to secure the vote for the additional millage. I would visit community leaders, service clubs, and other agencies to stress how critically important it is to continue the extra \$40 million of funding for the operating budget to sustain excellence in educating our students.

3. What methods have you found successful in assisting low performing schools achieve improved results?

In my experience, low performing schools improve when data has been analyzed, disparities have been identified, and an ambitious plan of action has been created. The principal must garner assistance from the curriculum and accountability departments building a sense of urgency with the faculty and staff while providing all necessary resources. Collaboratively, the school leadership team and the teachers should review student data and execute an improvement plan with fidelity and frequent progress monitoring measures. Teachers should spend time reviewing information through Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS) meetings utilizing the professional learning communities concept to conduct data chats, create individual learning plans for students, and discuss best practices.

Principals should hire the best teachers and coach them effectively through staff development with the assistance from mentor teachers, the district curriculum specialists, and the accountability department. School leaders must observe teachers frequently and provide honest feedback. In addition, the district office must provide appropriate resources and monitor performance. These elements, coupled with excellent communication with parents can move a school toward success.

1. Describe an exemplary relationship between the Board and Superintendent and what your role would be to ensure that this relationship prevailed?

Exemplary Board/Superintendent relationships have the following three elements in common:

- Clear expectations for success
- A foundation built on transparency and trust
- A commitment to work together as a governance team to advocate on behalf of the school district and all students

Clear expectations for success are dependent upon well-defined performance goals for the Superintendent. My responsibility will be to understand the priorities of each individual Board member, as well as the entire Board, and then work collaboratively to set goals that will continue to push the performance of the district in the right direction.

To build trust, a Superintendent must communicate honestly, clearly, frequently and routinely with the Board. As Superintendent, it will be my job to work with the Board and district staff to establish protocols and practices to guarantee that the Board is always informed on the business of the school district.

The relationship between a Board and Superintendent resonates throughout the entire district and must always be a top priority. Through a transparent and trusting relationship, clear goals, and a collaborative spirit, the Board and I can become the strong, unified governance team that the district needs to make Sarasota the highest achieving school district in Florida.

2. What steps would you take to secure community support for the continuation of the additional voted millage?

As Deputy Superintendent, I worked closely with our district team this past spring to pass a five year, one penny sales tax with a 77% voter approval rating. Through that very successful experience, I found that it takes a team effort, working together with district leadership, elected officials, community leaders and the Board of Education to secure community support.

The following key steps are important parts of the process:

- Show the public that the district kept the promises made from the previous one-mill referendum by clearly showing how the money was spent.
- State the current plan for the additional millage, why it truly sets Sarasota apart from other school districts and is necessary to maintain the high quality education that the district is known for.
- Sit down with groups that both support and oppose the referendum to fully understand the context.
- Develop a comprehensive communications plan to inform the public.

Through a team effort, communicating clearly what the additional voted millage has provided and will continue to provide for the students of the school district, and by fully understanding the views of the voting public, the district will be well positioned to again pass the additional voted millage in 2018.

3. What methods have you found successful in assisting low performing schools achieve improved results?

Improving low performing schools is complex work. Through my experiences as a teacher, principal and Deputy Superintendent in supporting low performing schools, I have found that great people, strong school culture, systems to drive improvement, and community/parent engagement are the areas of focus that lead to success.

Success starts with recruiting/retaining a high performing principal who can inspire, motivate and hold others accountable for results. This is a non-negotiable if you are serious about closing achievement gaps and improving results. Great principals create the conditions at a school, through culture, effective systems and proper supports, to recruit and retain great teachers. Highly effective teachers are the key lever in a successful school improvement effort.

To ensure consistent, high quality learning from classroom to classroom, the district must provide layered supports to ensure each school has a sound instructional infrastructure, including a challenging and differentiated curriculum, a balanced assessment system that informs instruction, and precise data systems that drive student instruction and interventions.

The final critical component is parent and community engagement. Through a concentrated effort on community partnerships and by including families in the education process, schools can secure the commitment needed to successfully improve results.

DR. KEVIN D. GORDON

Improving Student Success ♦ Creating Innovative Programs ♦ Engaging Community Partners

3011 59th Avenue South
St. Petersburg, FL 33712
727.224.1778
Kgordon.fsu@gmail.com

Describe an exemplary relationship between the Board and Superintendent and what your role would be to ensure that this relationship prevailed?

As a former charter school board member, I am keenly aware of the importance of great Board/Superintendent relationships. They should be open, transparent, collaborative, and built on a foundation of trust, mutual respect, and a commitment to “no surprises”. I also believe that the Board /Superintendent relationship should allow for the frequent exchange of information and ideas that are consistent with the mission of “achieving the highest learning standards” and supports the five pillars of the strategic plan. We will keep abreast of policy, statutes, and board governance matters through one-on-ones, work-sessions, and retreats. Together, we will increase achievement for all students and improve Sarasota County Public Schools exemplary ranking.

As the Superintendent, I will ensure that this relationship prevails by being an engaged and responsive steward of Sarasota County Public Schools’ students, staff, community, and the board. I will keep the board abreast of situations that are critical to effective and efficient operation of the district or that may pose an imminent threat to the safety and well being of students and staff. I will also work diligently to bring forth innovative programs and best practices through listening post with students, staff, and community partners from all member districts.

What steps would you take to secure community support for the continuation of the additional voted millage?

Since 2002, the 1-mill tax referendum has fared well, winning more than 60% approval during each renewal cycle, with more than 76% approval in 2014. To continue community support for this worthwhile ad valorem, I would propose several initiatives to promote awareness of its importance and the positive impact it’s had on education in Sarasota County’s Public Schools. These initiatives would include garnering support from local business and civic organizations, chambers of commerce, the education foundation and the classroom teachers’ association.

I have a thorough understanding of how funds generated by the additional millage supports teachers, technology, and the arts. Recently, as chair of the St. Petersburg Chamber’s Education Task Force, I presented and received board consent to support the Pinellas County Schools .5 mill ad valorem tax. Gaining this type of broad support while engaging all stakeholders of Sarasota County Public Schools is key to the referendum’s continued approval. I would make buttons, handbills, flyers, door hangers and car magnets available for all employees, and create messaging for PSA’s, our website, social media and “on-hold” service. Lastly, I would publish a quarterly report that would account for spending and detail the positive impact on improving instruction and student achievement.

What methods have you found successful in assisting low performing schools achieve improved results?

As a former principal at all levels in K-12, I have improved several low performing/struggling schools. Transforming Gibbs High School from an F to a B, while increasing the graduation rate by 11%. Making three A's and a B at High Point Elementary, a high ESOL population elementary school, while implementing a first of its kind Dual Language Immersion Program. The leader is paramount to improved student and school achievement and must create energy and buy-in to a shared vision and mission for success. There must be high expectations and accountability for student learning. Teachers must be committed to serving the students that attend low-performing schools and strive to form strong teacher/student /parent relationships. A multi-tiered system of support (MTSS) must also be part of the fabric of well defined school improvement effort.

Data and the school improvement plan are cornerstone of school improvement. It is used to inform instruction and problem solve. PLC's should be used to analyze student data, determine if instruction was effective, and prescribe interventions for struggling students. In addition, instructional coaches, block scheduling, extending the school day, and providing access to community wrap-around services are all part of the methods I used to improve schools.

Vickie L. Cartwright, Ph.D.

Question Responses

1. Describe an exemplary relationship between the Board and Superintendent and what your role would be to insure that this relationship prevailed?

The Superintendent must have a relationship with the School Board that consists of mutual trust, strong collaboration, effective communication, aligned vision, and common goals within respective roles. Through this type of relationship, a united team exists, allowing student achievement to remain high and an efficient school system to flourish. My role would be to ensure that I communicate effectively and timely with board members, especially related to school events and concerns, policy matters, employee issues, and curricular items. This communication allows members to keep abreast of things that they may need to discuss with community members, parents, district staff, or at meetings, or to remain proactive on politically sensitive topics. I would utilize communication strategies such as board workshops, a defined method of distributing crisis information, a system for discussing special matters, co-creation and ongoing monitoring of the strategic plan, and collaboration and communication from executive administrators. I would also purposely monitor the relationship between board members and myself through scheduled individual meetings to ensure that an exemplary one continuously exists. By monitoring the relationship, we can ensure that the vision and common goals remain aligned and that we have mutual and meaningful trust.

2. What steps would you take to secure community support for the continuation of the additional voted millage?

I would lead district staff in a proactive sharing of vital information with community members, business partners, parents, news media, and district employees. Recounting how we have been good stewards of the millage and achieved our stated goals will reinforce the community's trust and confidence. The ongoing communication must convey how funds are currently used, the rationale as to why there is a need for the continued funding, and the potential impact to students and staff if funds are not available. Saying thank you to voters now and in the future is also critical. The message should also include how funds are tied to the district's strategic plan that supports its vision and mission. Once message points have been created, they must be customized and conveyed through multiple key channels: the district's and schools' websites, social media sites, school marquees, and periodic communications, such as newsletters, reports, and budget summaries; through the district's mobile app and news releases; at School Board meetings and work sessions, community meetings, civic club gatherings, chamber and non-profit organization presentations, and localized parent meetings. Communication would be ongoing with an intensity of messaging closer to the election allowing for an informed community.

3. What methods have you found successful in assisting low performing schools achieve improved results?

Through a combination of actions, I have found low-performing schools achieve improved results. Each school must have a culture of high expectations for all students, academically and behaviorally. This culture fosters positive relationships that exist between staff members, students, parents, and community, allowing students to reach optimal levels of performance. The school's principal must be a strong instructional leader who partners with their supervisor for leadership coaching. Supervisors provide support to principals through reflective coaching that focuses on teaching and learning. All staff members must have a strong understanding of rigorous, standards-based instruction with specific content knowledge and classroom management skills. Teachers must be provided targeted support through strategic instructional coaching based on areas of need, including strengthening content knowledge and instructional pedagogical practice and opportunities for collaboration through reflective practice. Professional development is strategically provided for staff members with follow-up training and ongoing progress monitoring to ensure daily, high-quality instruction that yields positive student results. Instruction should utilize Universal Design for Learning Principles to eliminate barriers to student learning, creating access to the core curriculum. Curricular activities should match areas of student interests and real-world experiences allowing for rigor and relevance.

Tab

3

Superintendent Search Interview Schedule - (Sample - 3 Finalists on Two Days)

Date	Date	Date				Date
October 11, 2016	October 12, 2016	October 13, 2016				October 13, 2016
Out of Area Candidates Arrive (Time TBD)	7:00 to 8:00 AM - Breakfast with Host (Candidate A - Host TBD) (Candidate B - Host TBD) (Candidate C - Host TBD)	7:00 to 8:00 AM - Breakfast with Host (Candidate A-Host TBD) (Candidate B-Host TBD) (Candidate C-Host TBD)				One on One
Candidate A Host / TBD			Board Interview (Board Room)	Community Tour	School Tour	Community Tour
Candidate B Host / TBD	8:30 to 10:00 AM		A	B	C	A B C
Candidate C Host / TBD	10:30 to 12:00 Noon			A	B	A B C
	12:00 Noon to 1:00 PM Lunch					* Lunch with Host
	1:15 to 2:45 PM		C		A	1:00 to 2:00 C A B
	3:15 to 4:45 PM		B		A	2:15 to 3:15 B C A
Dinner with Host						* Lunch with Host
Candidate A - Host TBD						Candidate A - Host TBD
Candidate B - Host TBD						Candidate B - Host TBD
Candidate C - Host TBD						Candidate C - Host TBD
						6:00 to 7:30 PM Community Reception - RHS Cafeteria

1:00 to 5:00 PM - Community Tours for Spouse if Desired

Superintendent Search Interview Schedule - (Sample - Four Finalists on Two Days)

DATE	DATE	DATE
October 11, 2016	October 12, 2016	October 13, 2016
Host Greet Upon Arrival (Time TBD)	7:00 to 8:00 AM - Breakfast with Host (Candidate A - Host TBD) (Candidate C - Host TBD)	7:00 to 8:00 AM - Breakfast with Host (Candidate A - Host TBD) (Candidate B - Host TBD) (Candidate C - Host TBD) (Candidate D - Host TBD)
Candidate A Host / TBD	8:30 to 10:00 AM Board Interview (Board Room) A	One on One Bd Member Bd Member Bd Member Bd Member Room TBD Room TBD Room TBD Room TBD Room TBD
Candidate B Host / TBD	10:30 to 12:00 Noon D	8:15 to 9:15 A
Candidate C Host / TBD	12:00 Noon to 1:00 PM Lunch with Host** C	9:30 to 10:30 A
Candidate D Host / TBD	1:15 to 2:45 PM B	10:45 to 11:45 D
Dinner with Host Candidate A - TBD Candidate B - TBD Candidate C - TBD Candidate D - TBD	3:15 to 4:45 PM B	12:00 to 1:00 Lunch with Host**
	* Lunch with Host (Candidate A - Host TBD) (Candidate C - Host TBD)	1:00 to 2:00 C
	(Candidate B - Host TBD) (Candidate D - Host TBD)	2:15 to 3:15 B
	7:00 PM Dinner with Host (Candidate A - Host TBD) (Candidate C - Host TBD)	
	(Candidate B - Host TBD) (Candidate D - Host TBD)	
	1:00 to 5:00 PM - Community Tours for Spouse if Desired	
		** Lunch with Host Candidate A - Host TBD Candidate B - Host TBD Candidate C - Host TBD Candidate D - Host TBD
		6:00 to 7:30 PM Community Reception - RHS Cafeteria
		Candidate A - (Name) Candidate B - (Name) Candidate C - (Name) Candidate D - (Name)

Superintendent Search Interview Schedule - (Sample - Five Finalists on Two Days)

DATE	DATE	DATE
October 11, 2016	October 12, 2016	October 13, 2016
Host Greets Upon Arrival (Time TBD)	7:00 to 8:00 AM - Breakfast with Host (Candidate A - Host TBD) (Candidate C - Host TBD) (Candidate E - Host TBD)	7:00 to 8:00 AM - Breakfast with Host (Candidate A - Host TBD) (Candidate B - Host TBD) (Candidate D - Host TBD)
Candidate A Host / TBD	8:15 to 9:45 AM	8:15 to 9:15
Candidate B Host / TBD	10:00 to 11:30 Noon	9:30 to 10:30
Candidate C Host / TBD	11:30 to 12:30 PM Lunch with Host*	10:45 to 11:45
Candidate D Host / TBD	12:30 to 2:00 PM	12:00 to 1:00
Candidate E Host / TBD	2:15 to 3:45 PM	1:00 to 2:00
	4:00 to 5:30 PM	2:15 to 3:15
	* Lunch with Host (Candidate A - Host TBD) (Candidate C - Host TBD) (Candidate E - Host TBD)	Lunch with Host**
	(Candidate B - Host TBD) (Candidate D - Host TBD)	Candidate A - Host TBD Candidate B - Host TBD Candidate C - Host TBD Candidate D - Host TBD Candidate E - Host TBD
	Dinner with Host Candidate A - TBD Candidate B - TBD Candidate C - TBD Candidate D - TBD Candidate E - TBD	6:00 to 7:30 PM Community Reception - RHS cafeteria

- Candidate A - (Name)
- Candidate B - (Name)
- Candidate C - (Name)
- Candidate D - (Name)
- Candidate E - (Name)

1:00 to 5:00 PM - Community Tours for Spouse if Desired

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Superintendent Candidate Community/School Tour

October 12, 2016

*** DRAFT***

As part of the Superintendent Search process the search team intends to arrange for a tour for each of the Board's identified finalists. The tours will be conducted by local ambassadors selected collaboratively by District staff and the Education Foundation of Sarasota County (recommendations below). The purpose of the tour will be to expose our finalists both to our schools and to just some of the jewels of our community. Following are a few clarifying details:

Who: Each of the finalists (3-5) selected by the Board

What: A tour of some of our schools and selected local points of interest

Where: From north Sarasota to North Port. See draft list below

When: October 12, 2016. The tours will be scheduled around each candidate's formal interview with the Board, tentatively beginning at 0800 and ending at 4:30 PM

Why: To introduce our finalists to our community--the schools they would lead and the community they and their family will call home.

How: Local ambassadors selected by District staff and the Education Foundation will be given a tour route and will receive a short orientation regarding key points to cover along the way. Due to the distance covered, much, but not all, of the tour will be a "windshield tour."

Recommended Points of Interest

- North Sarasota and Booker High School -- **30 minute stop**
- Ringling College of Art and Design (as just one of several postsecondary options)
- Ed Smith Stadium (one of many sports venues in the area--including St Pete and Tampa)
- Van Wezel (just one of many arts and cultural venues)
- Selby Gardens
- Sarasota Memorial Hospital
- PGT
- North Port (and perhaps a tech active classroom at HCMS) **30 minute stop**
- West Villages (as an example of booming local development)
- Venice and the VPAC (example of one of many successful partnerships) **30 minute stop**
- STC (time permitting, a unique facility and program in our community) **30 minute stop**

Ambassadors: Taylor Collins, Jim Tollerton, Cathi Bell, Jacquelyn Woods

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Superintendent Candidate Comments

Candidate's Name: _____

Strengths:

Questions:

Other Comments:



Superintendent Candidate Comments

Candidate's Name: _____

Strengths:

Questions:

Other Comments:

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Florida School Boards Association

The voice of education in Florida.

Sarasota County School Board Superintendent Search Timeline

April 5, 2016	Board Meeting - Address Phase 1&2 Items, and Superintendent Search Advisory Committee membership, on-line survey, etc. (Time 6:30)
Week of April 11, 2016	District website "Superintendent Search" online portal goes live and Press Release announcing community forums, on-line survey and on-line portal
April 18, 2016	On-line survey goes live
April 19, 2016	Board Meeting - Pre-search conversation with Superintendent and update on Phase I and II items (9:00 a.m.)
April 26, 2016	Community Forum – North Port High School, 7:00 PM– 9:00 PM (<i>Note: Community forums are open to any community members and district employees who wish to provide input with regard to the qualities and characteristics needed in the next superintendent</i>)
May 12, 2016	Community Forum - Booker High School, 7:00 PM– 9:00 PM
May 17, 2016	Board Work Session (10:00 a.m.) Superintendent Search Update Community Forum - Venice High School, 7:00 PM – 9:00 PM
May 26, 2016	Employee Forum – Riverview High School, 7:00 PM– 9:00 PM
May 30, 2016	On-line survey closes
June 3, 2016	Board receives on-line survey results
June 7, 2016	Board Work Session - Discuss qualifications, qualities, characteristics, advertising, and brochure. Address Phase 2 / 3 items as needed (4:00 p.m.) if needed
June 9, 2016 June 21, 2016	Advertisements posted (Application period begins) Board Work Session - Superintendent Search Update (10:00 a.m.)

July 19, 2016	Board Meeting – Address remaining items as needed (6:30 p.m.)
August 12, 2016	Advertisements close (Application deadline - midnight)
August 16, 2016	Board Work Session – Superintendent Search Update (10:00 a.m.)
August 18, 2016	Superintendent Search Community Advisory Committee Meeting (6:00 p.m.) (Landings Room 315)
August 25, 2016	Superintendent Search Community Advisory Committee Meeting (6:00 p.m.) (Landings Room 315)
September 1, 2016	Superintendent Search Community Advisory Committee Meeting (6:00 p.m.) (Landings Room 315)
September 6, 2016	Board Work Session/Meeting - Identify semi-finalists - <u>No ranking</u> . Develop question(s) for semi-finalists' response if desired by the Board. (4:00 p.m. and 6:30 p.m.)
September 20, 2016	Board Work Session/Meeting - Select finalists for interview - <u>No ranking</u> . (10:00 a.m. and 3:00 p.m.)
October 4, 2016	Board Meeting - (6:30 p.m.)
October 11-14, 2016	Special Board Meeting - Finalist interviews. <u>NOTE:</u> Number of finalists will determine days needed. Finalists arrive on 11 th , full Board interviews and community tours (escorted by senior staff) on 12 th , individual Board conversations and a community Reception on the 13 th , finalists depart 14 th .
October 18, 2016	Board Meeting - Select new superintendent with discussion regarding contract and Phase 4 items as needed (3:00 p.m.)
October 19, 2016	Begin contract development
November 1, 2016	Board Meeting - Approve contract with effective start date TBD (6:30 p.m.)
December 5, 2017	Transition preparation period begins
TBD	Start date of next Superintendent
February 28, 2017	Superintendent White retires

Board Approved: _____
Revised: _____