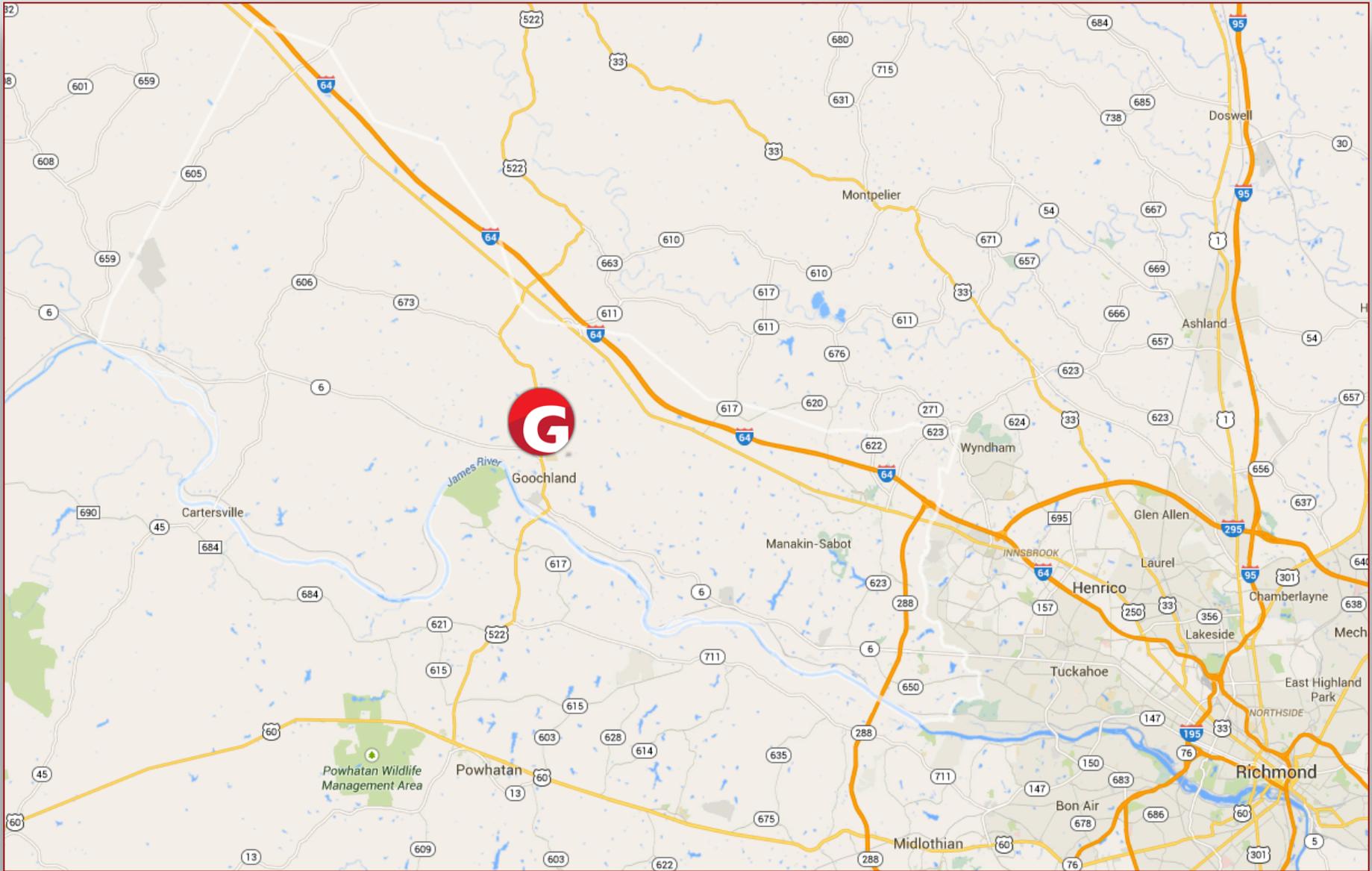


# Strategic Compensation in Goochland



**Peter M. Gretz**

**Assistant Superintendent of Business Operations**



**5 schools      ~2500 students**

**Goochland County Public Schools**  
**Teacher Salary Scale**  
**2015-2016**

10 months, 200 days, 7.5 hours per day

Years of Exp	Salary	Daily Rate
0	42,850	214.25
1	42,950	214.75
2	43,050	215.25
3	43,150	215.75
4	43,250	216.25
5	43,350	216.75
6	43,450	217.25
7	43,550	217.75
8	43,650	218.25
9	43,830	219.15
10	44,066	220.33
11	44,796	223.98
12	45,686	228.43
13	46,138	230.69
14	46,572	232.86
15	46,646	233.23
16	46,712	233.56
17	46,788	233.94
18	47,478	237.39
19	48,444	242.22
20	48,516	242.58
21	48,584	242.92
22	48,998	244.99
23	50,496	252.48
24	50,642	253.21
25	51,624	258.12
25+	*	*
<b>Psychologist Supplement:</b>	\$3,000	
<b>Degree Supplement:</b>		
Master's Supplement		Greater of 4.5% of salary or \$1,500
Master's in Subject Area, Reading or Math Specialist; Ed.S.		Greater of 5.5% of salary or \$2,250
National Board Certified Teacher		Greater of 6.5% of salary or \$3,000
Doctoral Supplement		Greater of 6.5% of salary or \$3,000

\* All employees above Step 25 will receive a raise annually equivalent to the average increase provided across the division (FY15-16 1.35%).

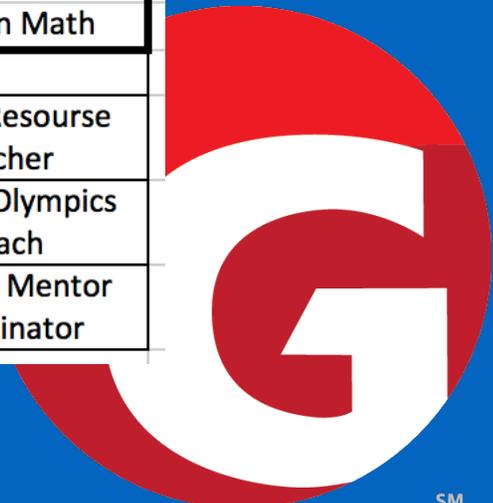
"Teachers" also include nurses, ITRTs, speech/language pathologists, psychologists, and school counselors.



## Flat Rate Coaching Stipends

SY 2014-2015

<b>\$200</b>	<b>\$250</b>	<b>\$500</b>	<b>\$700</b>	<b>\$1,000</b>	<b>\$1,500</b>
Orchestra Director (spring)	Spelling Bee Coordinator	<b><i>Teacher Leaders:</i></b> Preschool Elem SPED 6-8 SPED 9-12 SPED Counselor Fine Arts World Language Library Media Health & PE	Musical Choreographer (spring)  Vocal Musical Director (spring)	<b><i>Teacher Leaders:</i></b> 6-8 Gifted Advisor 9-12 Gifted Advisor CTE  <b><i>GMS Coaches:</i></b> Soccer Cheer Swim Basketball Baseball Softball Volleyball Track Cross Country Director	<b><i>Teacher Leaders:</i></b> Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 6-8 English 6-8 Math 6-8 Hist/SS 6-8 Science 9-12 English 9-12 Math 9-12 Hist/SS 9-12 Science Division Literacy Division Math
		JMU Instructor Honorarium		Robotics (3 elem, 2 mid, 1 high)	Gifted Resource Teacher
		Sponsor			Special Olympics Coach
		Musical Technical Director (2 seasons)			Teacher Mentor Coordinator
		SCA Sponsor			
		Senior Class Sponsor			



# challenges for GCPS:

composite index of .8+  
affordable housing  
virtually no apartments  
salary compression  
competition among neighboring divisions



**how are teachers compensated?**

**engaged**

**motivated**

**inspired**

Members committed?

what causes employees to  
***want to***  
work in the same direction as their employer?

**my perception of how my leader perceives me**

how is that message delivered?

how we pay teachers  
&  
how we evaluate them



SM



GOOCHLAND COUNTY PUBLIC SCHOOLS  
**STRATEGIC PLAN**  
2014-2020



V I S I O N

Inspiring and preparing  
the next generation to make  
a positive impact.



To maximize the potential  
of every learner.

Goochland County Public Schools  
VALUES BASED LEADERSHIP

M I S S I O N



# GOAL AREAS

- 1 Prepared for Life through Deeper Learning
- 2 Improved School Climate
- 3 Safe Schools with Effective Management

# Goal One: Objective

**1**

**All students will experience high levels of engagement, enjoyment, and personalization while learning**

1. Instructional Innovation Plan
2. 1:1 Technology
3. Teacher Support for Engagement
4. Extracurricular Engagement for All
5. Personalized Learning Plans
6. Redefine Exceptional Education

# Goal Two: Objective

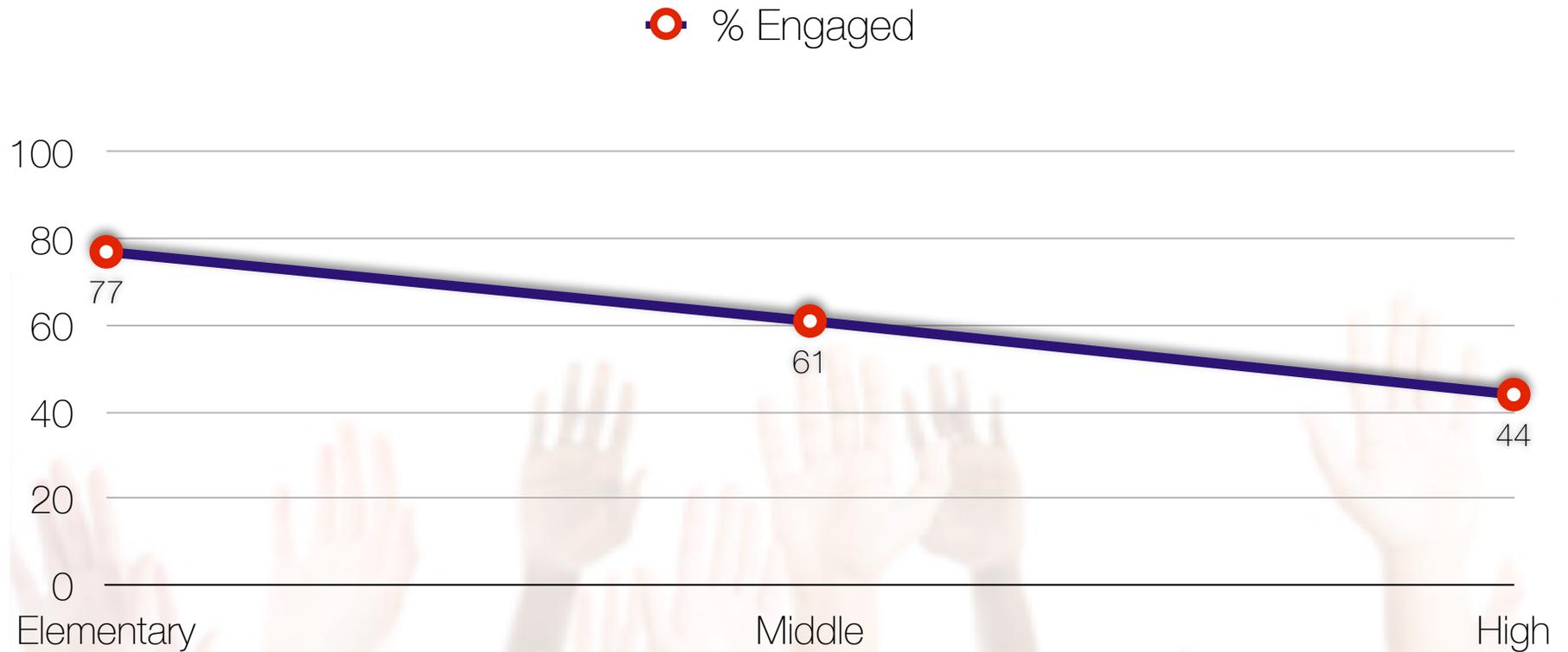
**1**

**We will attract, recruit, and retain inspiring professionals.**

1. Evaluate Engagement
2. Rigorous Interview Process
3. Improve Compensation
4. Staff Recognition
5. Improve Recruitment
6. Teacher Leadership
7. Professional Learning

# The School Cliff: Students' Engagement Drops Over Time

*The Gallup Student Poll*



# What is **engagement**?

a psychological process — specifically — the attention, interest, investment, and effort students expend in the work of learning

*“The role of the teacher is to create conditions for invention rather than provide ready-made knowledge.”*

— Seymour Papert



## **Redefinition**

Tech allows for the creation of new tasks, previously inconceivable

## **Modification**

Tech allows for significant task redesign

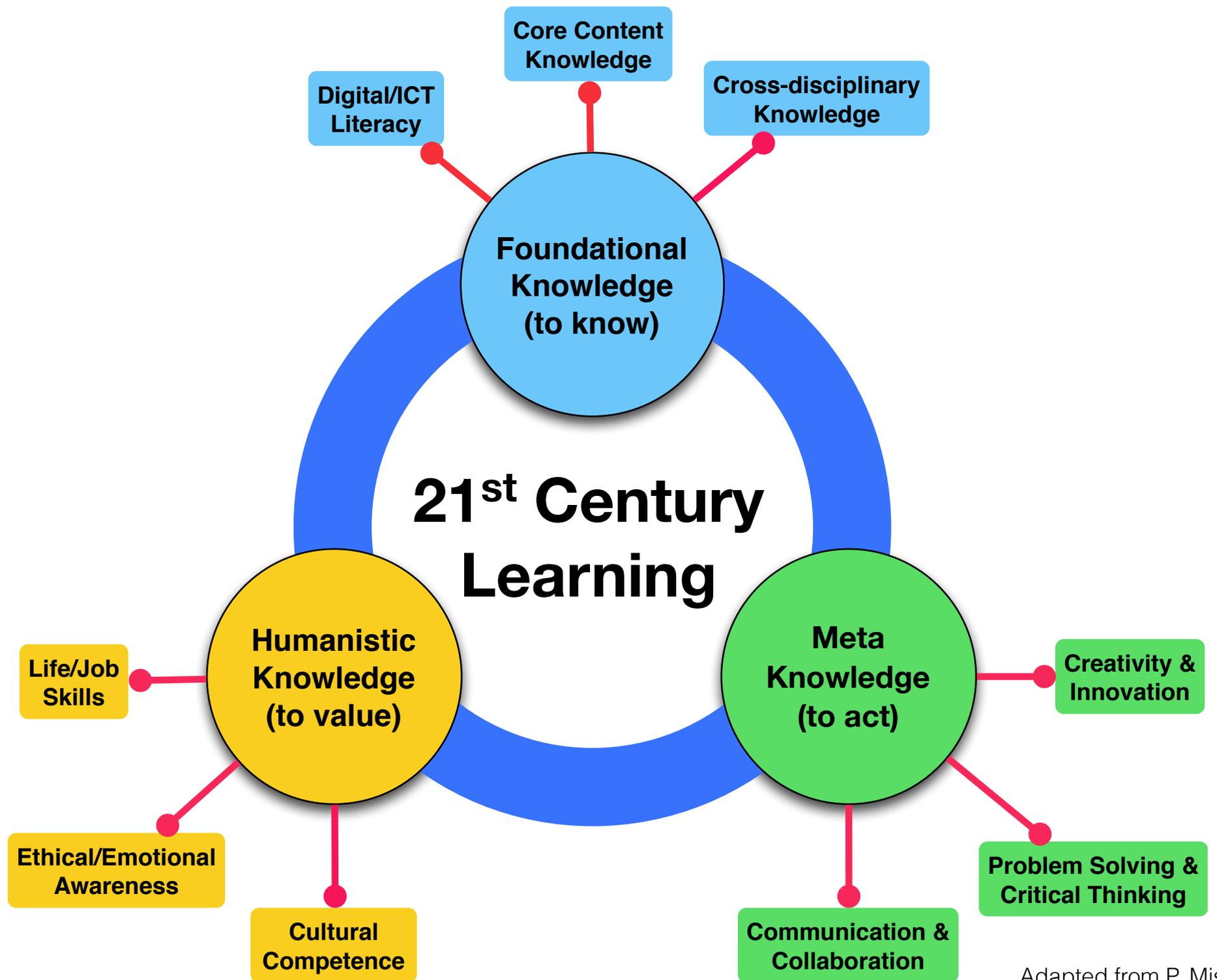
## **Augmentation**

Tech acts as a direct tool substitute, with functional

## **Substitution**

Tech acts as a direct tool substitute, with no functional change

# SAMR



Adapted from P. Mishra





# STRATEGIC GOALS



## Goal 1

### *Prepared for Life through Deeper Learning*

To maximize each student's academic potential through engaging experiences and deeper learning, preparing our students for the challenges of learning and working in the modern global economy



### Objectives

All students will experience **high levels of engagement, enjoyment, and personalization** while learning.

All students will **exceed expected growth** each school year.

We will **fiercely pursue** preparing all students to **graduate on time** and to be both **college and career ready**.

### Strategies

Instructional Innovation Plan

1:1 Technology

Teacher Support for Engagement

Extracurricular Engagement for All

Personalized Learning Plans

Redefine Exceptional Education

Enhance the Curriculum

Systemic Approach to Intervention

Training on Best Practices

Balanced Assessment

College-level Courses for All

Communication Skills

2-year Degree Program

STEM & CTE Expansion

Virtual Courses

Graduation Watchlists

SAT & AP Test Preparation

Early Childhood Education

## Goal 2

### *Improved School Climate*

To improve the climate of our organization and create opportunities for meaningful stakeholder engagement



### Objectives

We will attract, recruit, and retain **inspiring professionals**.

We will engage and inspire faculty, staff, parents, business partners, and community members resulting in a **more positive perception** about the school division.

We will develop students of **high character**.

### Strategies

Evaluate Engagement

Rigorous Interview Process

Improve Compensation

Staff Recognition

Improve Recruitment

Teacher Leadership

Professional Learning

Clarify Climate Responsibilities

Leadership Feedback

Public Relations Plan

Engage Families & Volunteers

Honor Code

Mentoring

Values-based Leadership Curriculum

## Goal 3

### *Safe Schools with Effective Management*

To maximize resources for instruction by providing safe, efficient, and transparent operations for all stakeholders while effectively managing our facilities and programs



### Objectives

We will **improve school safety**—especially in the area of student discipline—while **eliminating bullying** from our schools.

Our school division will be **recognized as a leader in fiscal efficiency, transparency, and effectiveness**.

All departments will **meet or exceed all compliance mandates**.

### Strategies

Programs to Address Discipline & Bullying

Crisis Management Plan

School Resource Officers

Transparent Budget Process

Revise the Capital Improvement Plan

Online Financial Processes

Assess Program Effectiveness

Athletics Department Budget

Food Service

New Mandate Compliance

Audit Resolution

Science and common sense alike have long indicated that an engaged student learns better and takes greater responsibility for his or her education. For Goochland County Public Schools, this means placing our students and the realization of their potential at the center of every choice we make. We believe the PK-12 experience should prepare students for a successful life after high school; moreover, school should engage students such that a love for learning is sparked and stoked, challenges are welcomed and met, and every student's achievement is pursued with urgency and clarity.

We want our students and staff to be known for who they are, not just for what they have accomplished. The members of our organization strive to be role models in order to cultivate in our students the desire to have a positive impact on others. Objectives in our second goal seek to measure staff and student growth as related to our core values.

In addition to our teachers, our educational infrastructure consists of the smooth and safe operations of maintenance and transportation, health and food service, as well as human resources, finance, and technology.



## Goal 1

### *Prepared for Life through Deeper Learning*

To maximize each student's academic potential through engaging experiences and deeper learning, preparing our students for the challenges of learning and working in the modern global economy



## Objectives

All students will experience **high** levels of engagement, enjoyment, and personalization while learning.

All students will **exceed expected growth** each school year.

We will fiercely pursue preparing all students to **graduate on time** and to be both **college and career ready**.

## Strategies

Instructional

1:1 Technolo

Teacher Supp

Extracurricu

Personalized

Redefine Exo

## Goal 2

### *Improved School Climate*

To improve the climate of our organization and create opportunities for meaningful stakeholder engagement



## Objectives

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## Strategies

Evaluate Eng

Rigorous Int

Improve Cor

Staff Recogn

Improve Rec

Teacher Leac

Professional

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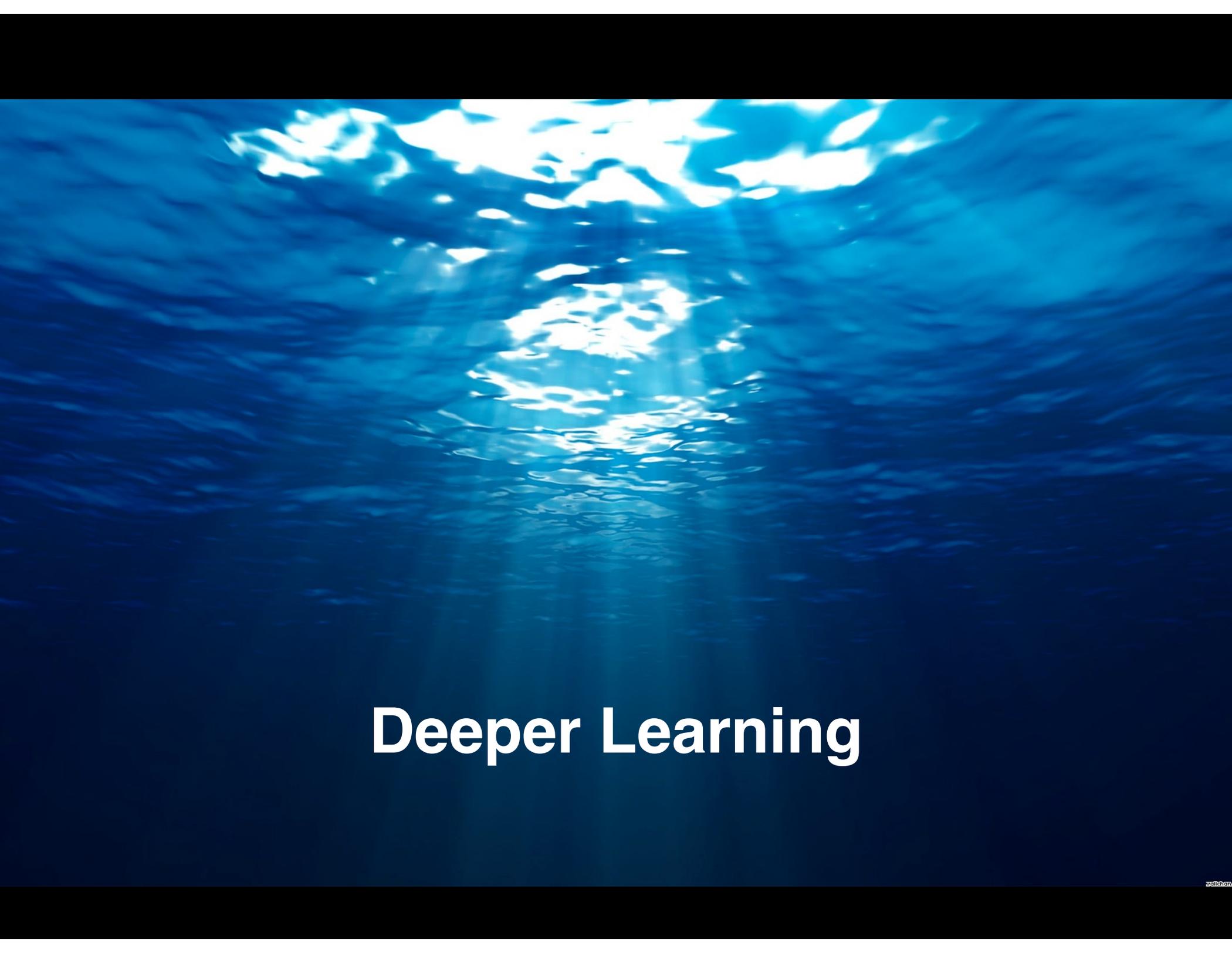
Our school division will be **recog-**

## Strategies

Programs to  
Bullying

Crisis Manag

School Resou

An underwater photograph looking up towards the surface of the ocean. Sunlight filters through the water, creating a bright, shimmering path of light that leads from the surface down towards the center of the frame. The water is a deep, clear blue, and the surface is visible at the top with ripples and reflections of light.

# Deeper Learning

# Deeper Learning

Students are mastering core content (SOL)

Students practice 21<sup>st</sup> century skills daily

Students direct and co-design their Learning

Students develop an academic mindset

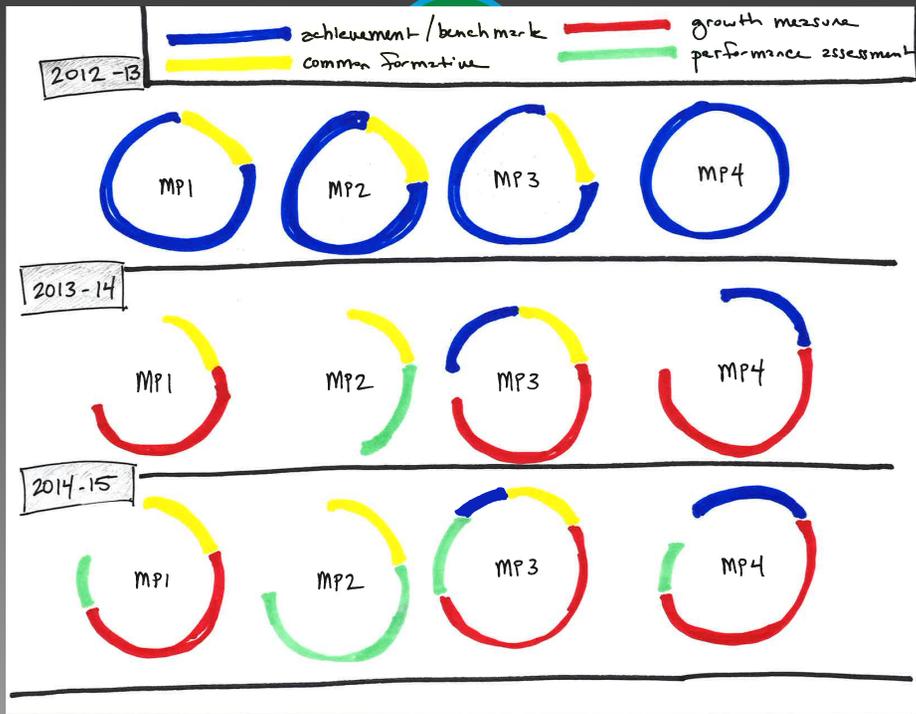
# Deeper Learning

Focuses learning around a student's individual needs

Provides a basis for project/problem based learning

Helps us focus on student progress and growth

# Accountability



progression of assessment



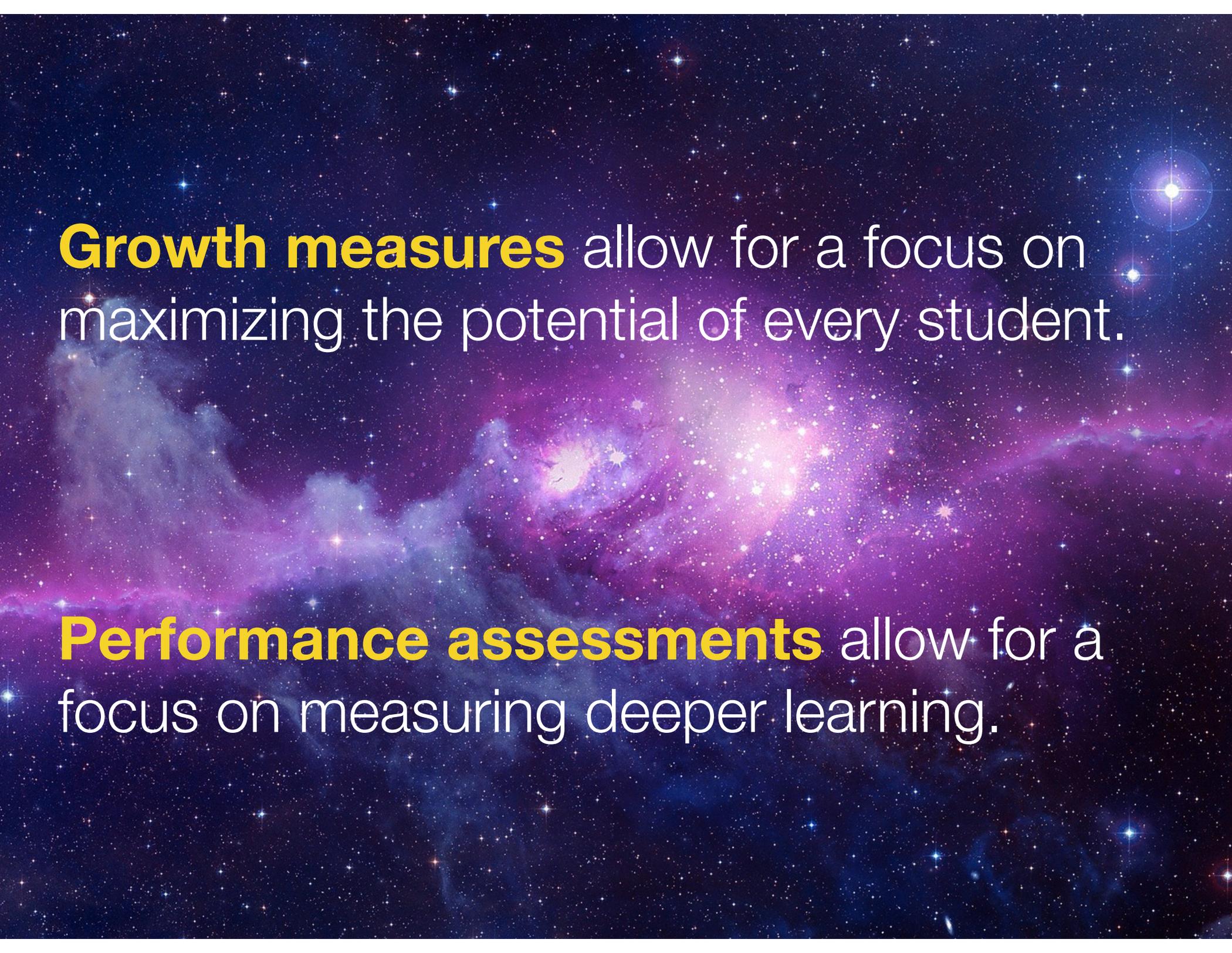
**BALANCED  
assessment  
PROJECT**

*Goochland County Public Schools*  
MAY 2013

MAY 2013  
*Goochland County Public Schools*

# Committee on Growth

- A. Reduce the amount of traditional benchmark achievement testing (and associated test prep).
- B. Adopt more efficient assessments that measure individual student growth in the areas of literacy and math.
- C. Introduce performance assessments that measure depth of knowledge and critical thinking.
- D. Provide teachers and students with a net gain in instructional time.



**Growth measures** allow for a focus on maximizing the potential of every student.

**Performance assessments** allow for a focus on measuring deeper learning.



so we wanted to...

inspire instruction for deeper learning  
recognize engaging teachers  
add value to growth assessment  
incentivize project-based/performance assessment  
reward effort  
further institutionalize mission & vision



**compensation models  
we reviewed**

# Single-Salary Schedule

## Advantages

Fair and equitable for all teachers.

Simple and easy to understand.

Encourages the professional growth and development of teachers.

Rewards teachers for commitment and loyalty to school divisions.

Encourages a culture of teacher collegiality and teamwork.

## Disadvantages

Does not seek to attract teachers in high-needs areas.

Does not support the need for teacher-quality or school reform.

Does not reward teachers for accountability or for improved student learning.

All teachers are paid on the same schedule, based only on experience.

Longevity is valued over effectiveness.

# Extra Duty/Responsibility Pay

<b>Advantages</b>	<b>Disadvantages</b>
Clearly and easily understood. Easily implemented.	Lack of fairness and equity. Little research linking to student achievement.
Rewards teacher effort and initiative.	May lead to teacher entitlement and expectation of pay.
Rewards teachers for commitment and loyalty to school divisions.	All teachers are paid on the same schedule, based only on experience.
Encourages teacher participation in the aligned goals of school district.	May lead to neglect of primary teacher responsibilities.

# Career Ladder

<b>Advantages</b>	<b>Disadvantages</b>
Retains talented teachers.	Increases competition among teachers.
Encourages professional development.	Reduced interest in teaching in hard-to-staff schools.
Promotes expanded role for teachers (as mentors and leaders).	Inter-rater reliability and bias.
Rewards competence and results.	Mentor teachers spend some time away from classroom.
Enhances intrinsic motivation	Can be difficult to manage and track.
Contributes to a collaborative culture.	Quotas can limit teachers' advancement.
Increased commitment to profession and to students.	Requirements can overburden teachers.

# Knowledge & Skill-Based Pay

<b>Advantages</b>	<b>Disadvantages</b>
Aligns to division goals.	More research is needed.
Encourages professional development.	Record-keeping is extensive and cumbersome.
Rewards teacher initiative and competence.	Concern exists for fairness of the evaluation process.
	Compensation plan may promote competition among teachers.

# Individual Evaluation or Merit Pay

## Advantages

Teachers have more salary control.

Aligns teacher standards for performance with the district goals.

Teachers individualize performance goals.

Can be used with existing salary models.

## Disadvantages

Difficult to establish measurable standards.

Complex and hard to track.

Can encourage competition.

Funding challenges.

# Performance-Based Pay

<b>Advantages</b>	<b>Disadvantages</b>
Grounded in student achievement.	Creates unhealthy competition among teachers.
Recognizes the efforts of talented teachers.	Student achievement results may be only temporary. No long-term studies.
Option to attract the best teachers to hard-to-staff schools.	Potential for “free-loaders” with group incentives.
Used in other industries.	Often viewed as expensive to implement. Pools of money are limited.
Can be used with individuals or groups, fostering collaboration.	Can be difficult to manage and track.
Teachers are often more supportive of programs that reward schools for improvements over individuals or groups.	Teacher-made goals can be too easy for students to attain.
Teacher efforts directly support the division’s and school’s strategic goals.	Lack of state tests for all disciplines and all grade levels.

GCPS chose a hybrid, locally developed model that would emphasize our strategic goals and core values, minimize competition among staff, and build collective commitment to the mission.



Only “exemplary” rated teachers were eligible year 1

Based on feedback received through a division survey and the work of a review committee comprised of teacher reps from throughout the division, both “exemplary” and “proficient” rated teachers were included in year 2 - though “exemplary” rating was weighted



# Timeline

- April 26 - VDOE announces competitive grant aimed at strategic compensation for teachers
- May 3 - Grants Committee considers Strategic Compensation Initiative Grant
- May 15 - Collaboration and writing commences
- June 3 - Division leadership hosts “coffee” Q&A in consideration of pursuit of grant
- June 17 - GCPS team attends VASCD’s conference “Student Growth, Professional Evaluation, and Strategic Compensation”
- June 25 - Initial School Board review
- July 1 - Grants Committee review of latest draft
- July 3 - Teacher leaders will join the division leadership team in comprehensive review of the grant and associated strategic compensation model
- July 9 - School Board consideration
- July 15 - Submission date



# GCPS Strategic Compensation Model

teachers rewarded for achieving individual goals, negotiated with principal in set areas (prof. development, student growth, school/division improvement indicators, community engagement, etc)

teachers have the opportunity to earn points within each category, with points weighted toward desired behaviors and outcomes and a dollar value attached to each point.

teachers evaluated on specific measures and earn corresponding points based on teacher performance/achievement of desired objective

quantitative measure of student growth is tied to teacher compensation across all grade levels and disciplines

# Our Model

Teacher Name	Sample Teacher					
Strategic Goal Area	Assessment	Performance	Benchmark	Goal(s) Met (Y/N)	Total Points Possible	Points Earned
Individual Teacher Growth Goal	NWEA/MAP	74	70	Y	20	20
Individual Teacher Achievement Goal	SOL	89	85	Y	2	2
Individual Teacher Annual Strategic Goals	Annual Goal Form Determination	N/A	N/A	Y	20	20
Grade Level Growth Goals Met	NWEA/MAP Reading and Math	69	70	N	5	0
Grade Level Achievement Goals Met	SOL Reading and Math	88	85	Y	1	1
School Growth Goals Met	NWEA/MAP Reading and Math	68	70	N	5	0
School Achievement Goals Met	SOL Reading and Math	91	85	Y	1	1
School Improvement Goals Met	School Improvement Data Walk	N/A	N/A	Y	5	5
Division Growth Goals Met	NWEA/MAP Reading and Math	72	70	Y	5	5
Division Achievement Goals Met	SOL Reading and Math	94	85	Y	1	1
Division Annual Goals Met	Division Data Analysis	N/A	N/A	Y	5	5
Teacher Evaluation Rating of Exemplary	Teacher Evaluation Summative Form	35	34	Y	10	10
National Board Certification	Notification from the National Board	N/A	N/A	N	5	0
Strategic Initiatives with Evidence of Implementation	Principal Determination	N/A	N/A	Y	unlimited	5
Hard-to-Staff Position	Principal Determination in Consultation with Assistant Superintendent for Operations (teacher must be notified in advance of signing the goals form)	N/A	N/A	Y	5	5
Strategic Scheduling Responsibilities	Principal Determination in Consultation with Assistant Superintendent for Instruction (teacher must be notified in advance of signing the goals form)	N/A	N/A	Y	5	5
<b>TOTAL</b>						<b>85</b>
<b>Total Point Value for 2013-2014</b>						<b>\$50.00</b>
<b>Total Strategic Compensation Bonus</b>						<b>\$4,250.00</b>

# GCPs Strategic Compensation Model

***What about exploratory/encore/fine arts teachers?***

Teacher Name	Sample Teacher					
Strategic Goal Area	Assessment	Performance	Benchmark	Goal(s) Met (Y/N)	Total Points Possible	Points Earned
Individual Teacher Growth Goal	NWEA/MAP	74	70	Y	20	20
Individual Teacher Achievement Goal	SOL	89	85	Y	2	2
Individual Teacher Annual Strategic Goals	Annual Goal Form Determination	N/A	N/A	Y	20	20
Grade Level Growth Goals Met	NWEA/MAP Reading and Math	69	70	N	5	0
Grade Level Achievement Goals Met	SOL Reading and Math	88	85	Y	1	1
School Growth Goals Met	NWEA/MAP Reading and Math	68	70	N	5	0
School Achievement Goals Met	SOL Reading and Math	91	85	Y	1	1
School Improvement Goals Met	School Improvement Data Walk	N/A	N/A	Y	5	5
Division Growth Goals Met	NWEA/MAP Reading and Math	72	70	Y	5	5
Division Achievement Goals Met	SOL Reading and Math	94	85	Y	1	1
Division Annual Goals Met	Division Data Analysis	N/A	N/A	Y	5	5
Teacher Evaluation Rating of Exemplary	Teacher Evaluation Summative Form	35	34	Y	10	10
National Board Certification	Notification from the National Board	N/A	N/A	N	5	0
Strategic Initiatives with Evidence of Implementation	Principal Determination	N/A	N/A	Y	unlimited	5
Hard-to-Staff Position	Principal Determination in Consultation with Assistant Superintendent for Operations (teacher must be notified in advance of signing the goals form)	N/A	N/A	Y	5	5
Strategic Scheduling Responsibilities	Principal Determination in Consultation with Assistant Superintendent for Instruction (teacher must be notified in advance of signing the goals form)	N/A	N/A	Y	5	5
<b>TOTAL</b>						<b>85</b>
<b>Total Point Value for 2013-2014</b>						<b>\$50.00</b>
<b>Total Strategic Compensation Bonus</b>						<b>\$4,250.00</b>

<b>Teacher Name</b>	<b>Sample Teacher</b>		
<b>Strategic Goal Area</b>	<b>Assessment</b>	<b>Performance</b>	<b>Bench</b>
Individual Teacher Growth Goal	NWEA/MAP	74	70
Individual Teacher Achievement Goal	SOL	89	83
Individual Teacher Annual Strategic Goals	Annual Goal Form Determination	N/A	N/A
Grade Level Growth Goals Met	NWEA/MAP Reading and Math	69	70
Grade Level Achievement Goals Met	SOL Reading and Math	88	83
School Growth Goals Met	NWEA/MAP Reading and Math	68	70
School Achievement Goals Met	SOL Reading and Math	91	83
School Improvement Goals Met	School Improvement Data Walk	N/A	N/A
Division Growth Goals Met	NWEA/MAP Reading and Math	72	70
Division Achievement Goals Met	SOL Reading and Math	94	83
Division Annual Goals Met	Division Data Analysis	N/A	N/A
Teacher Evaluation Rating of Exemplary	Teacher Evaluation Summative Form	35	30
National Board Certification	Notification from the National Board	N/A	N/A
Strategic Initiatives with Evidence of Implementation	Principal Determination	N/A	N/A
Hard-to-Staff Position	Principal Determination in Consultation with Assistant Superintendent for Operations (teacher must be notified in advance of signing the goals form)	N/A	N/A
Strategic Scheduling Responsibilities	Principal Determination in Consultation with Assistant Superintendent for Instruction (teacher must be notified in advance of signing the goals form)	N/A	N/A
<b>TOTAL</b>			
<b>Total Point Value for 2013-2014</b>			

# strategic initiatives - sample

- 1:1 Pilot, Training, and Implementation - 20pt
- Attending professional development outside of school hours - 1pt
- Chairperson of a School-Based Committee - 5pt
- Children's Engineering Course - 15pt
- Children's Engineering Implementation - 15pt
- Completing a successful G21 project - 15pt
- Coordinating events/applications for students that are recognized at local, state, and regional awards ceremonies - 1pt

# strategic initiatives - sample, cont'd

- Designing Common Assessments - 5pt
- Designing monthly problem-based learning opportunities - 10pt
- Extra Duties/Volunteer Activities - 1pt
- IA/OnTrac/TracBOOK Training and Implementation - 10pt
- Implementing a major project - 10pt
- Implementing a major project - 10pt
- Implementing a mentoring program for the school - 15pt
- Implementing weekly grade level cold reads with growth charts - 5 pt

# strategic initiatives - sample, cont'd

- Integrated Performance Assessment Committee - 15pt
- Integrated Performance Assessment Implementation - 10pt
- Leading an After-school/Before-school/Weekend Club/Enrichment/Remediation Opportunity - 15pt
- Leading school-division PD - 10pt
- Participating in school-based evening and after-school activities - 1pt
- Partnering with another grade level/department for cross-curricular/cross-grade level opportunities - 5pt

# strategic initiatives - sample, cont'd

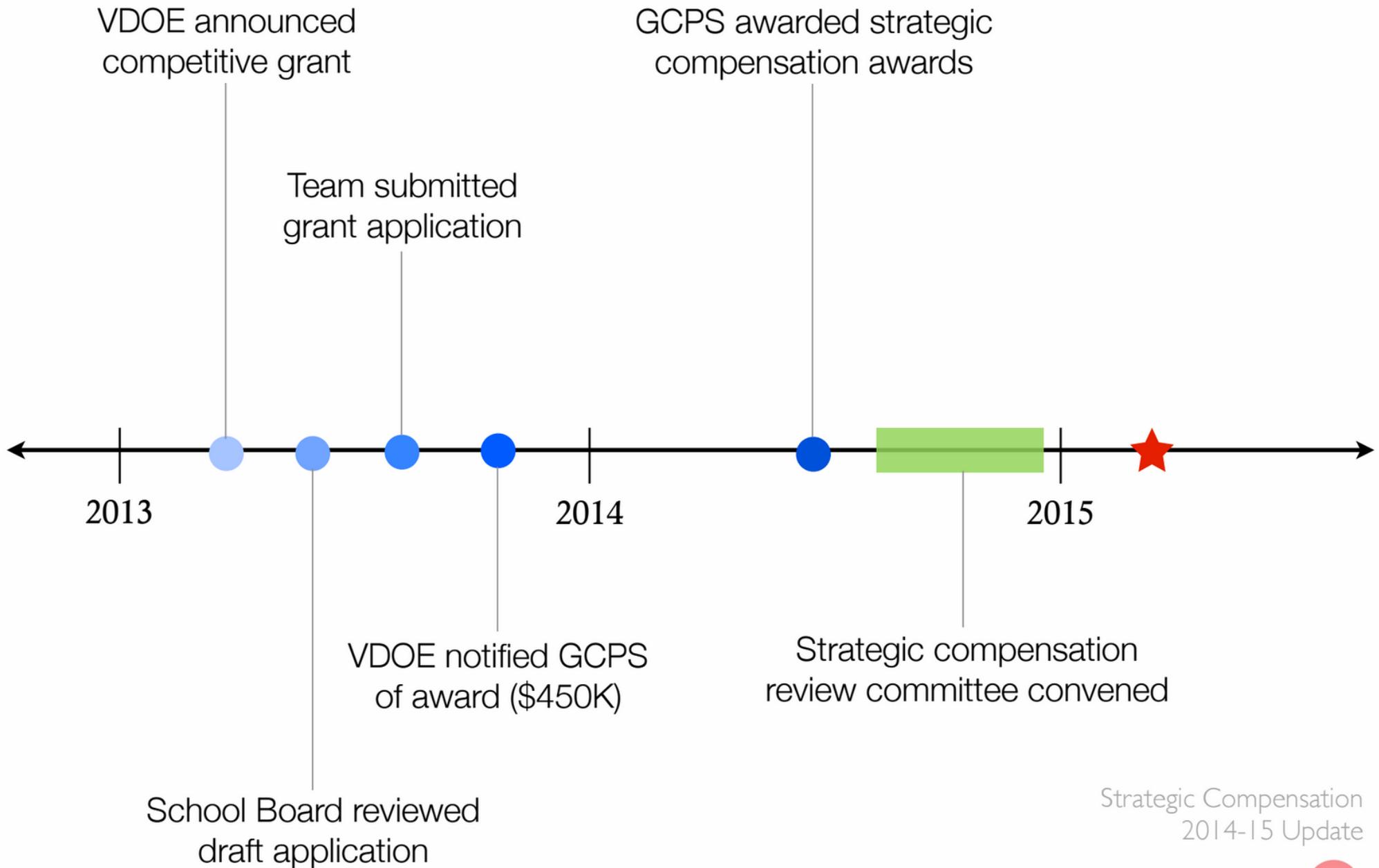
- Presenting at a Conference - 15pt
- Principal's Designee Duties - 15pt
- Representing the school division at an event/meeting - 1pt
- Serving On A Division-wide Committee - 5pt
- Serving On A School-Based Committee - 1pt
- Special Project - 10pt
- Standards-Based Grading Implementation - 15pt
- BES: Grandparents Day; Farmers Market; Volunteer Coordinator; school testing coordinator; Reading Olympics; Reading Reaps a Harvest; Records and Registration Administration - 30pt
- Other as determined by the Principal - 20pt

# Communication

Division leaders presented to each faculty  
Updates using GCPS leadership blog  
Regular meetings with leadership team  
One on one principal meetings  
Created a video for distribution  
Strategic Compensation Review Committee  
Division survey



# Expanded Timeline

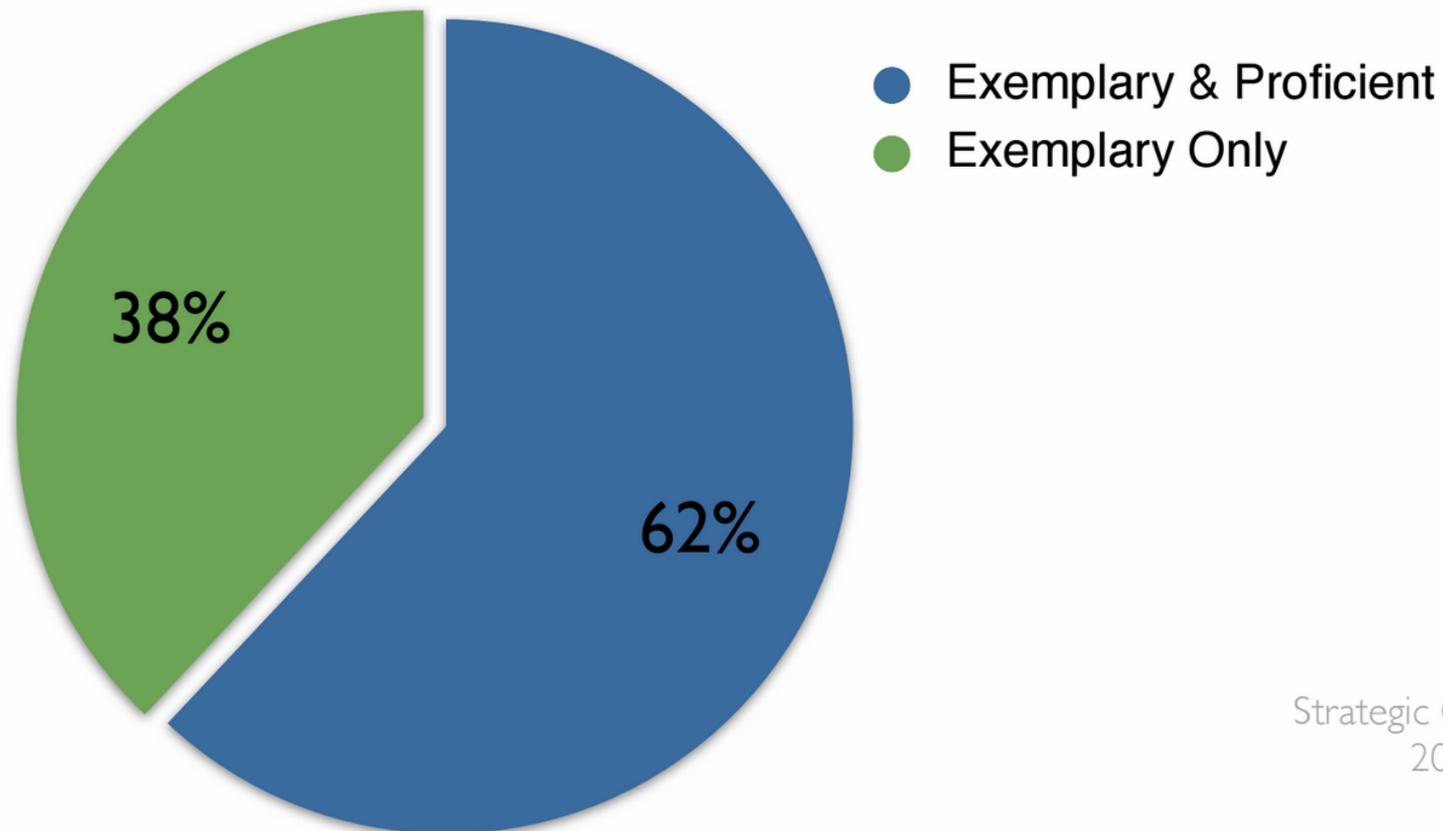


Strategic Compensation  
2014-15 Update



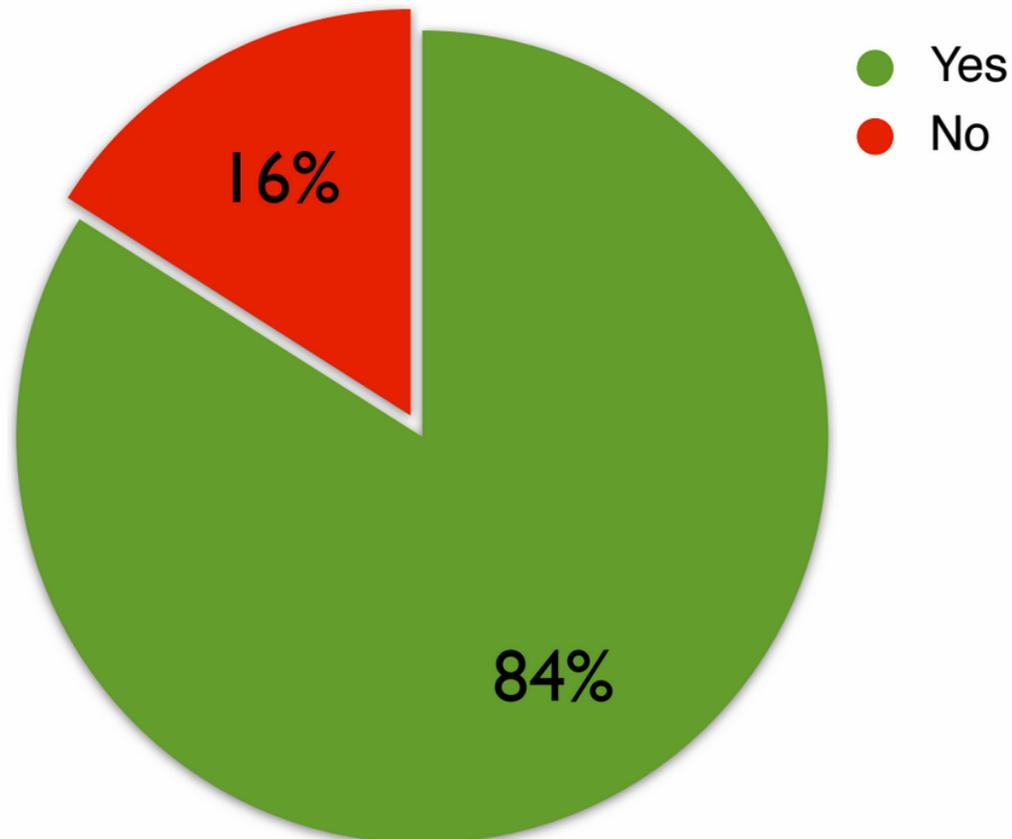
# Faculty Survey

Do you think GCPS' strategic compensation model should award financial incentives to employees rated "exemplary" and employees rated "proficient" or only to employees rated "exemplary" (as was the case last year)?



# Faculty Survey

If the division's strategic compensation model were expanded to include consideration of employees rated "proficient," do you think that the compensation structure should incentivize an "exemplary" rating over a "proficient" rating? (i.e. Should a multiplier be applied to financial awards such that both "proficient" and "exemplary" ratings qualify for compensation, but that employees rated "exemplary" receive a larger financial award than those rated "proficient"?)



# 2014-15

## Strategic Compensation

Awards for both “exemplary” and “proficient”?

● Yes

Multiplier for “exemplary”?

● Yes

What should the multiplier be?

5x



# summary

- Year 1

- 450K grant
- 108 teachers
- only exemplary
- cap of 5K
- \$30/point value

- Year 2

- 109K local
- 200 teachers
- exemplary & proficient
- 5X for “exemplary”
- \$5/point value



# What'd We Learn?

communication is critical

clarity is critical

the more significant the bonus, the more profound the message

time consuming for principals

teacher truly appreciative, reported feeling valued

some teachers felt disconnected from peers as result of the award



# What's Next?

Continue to identify/build local funding to support the growth of the model

A committee set to study expansion of the model to non-instructional personnel this year

“Badging” concept



A large, stylized letter 'G' logo. The 'G' is white with a red outline and is set against a red background. The logo is positioned on the left side of the image, partially overlapping the 'THANK YOU' text.

**THANK YOU**

A background image of a starry night sky with a gradient from light blue to purple. There are many small white stars and a few larger, brighter stars with lens flare effects.

**Peter M. Gretz, Ed.D.**  
Assistant Superintendent  
[@PeteGretzGCPS](#)