



# TOP-1

## District-Managed Turnaround Plan—Step 1(TOP-1)

Clay County District Schools  
Charles E Bennett Elementary School

## *Due-September 1*

### Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school’s grade to a “C” or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections 1001.42(21) and 1008.33(4)(a), F.S.

### Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org), no later than September 1. The subject line of the email must include district name, school name and TOP-1.

### School

In the box below, identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Charles E Bennett Elementary School / 10 0071

### Stakeholder Engagement

In the box below, describe the district’s efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance and make recommendations for school improvement. Include a list of names and affiliation of CAT members. The Regional Executive Director (RED) or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the district-managed turnaround plan, as well as scheduled meetings that will be held during the implementation of the plan.

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### Names and affiliation of CAT members:

- Sheree Cagle, Principal
- Marcia Mainer, Assistant Principal
- Terry Connor, Chief Academic Officer
- Kim Bays, Chief of Elementary Education
- Michael McAuley, Assistant Superintendent of Climate and Culture
- Dustin Sims, Northeast Regional Executive Director, FDOE
- Sandy Brusca, School Improvement Specialist, FDOE

### Dates of CAT meetings (held and upcoming meetings):

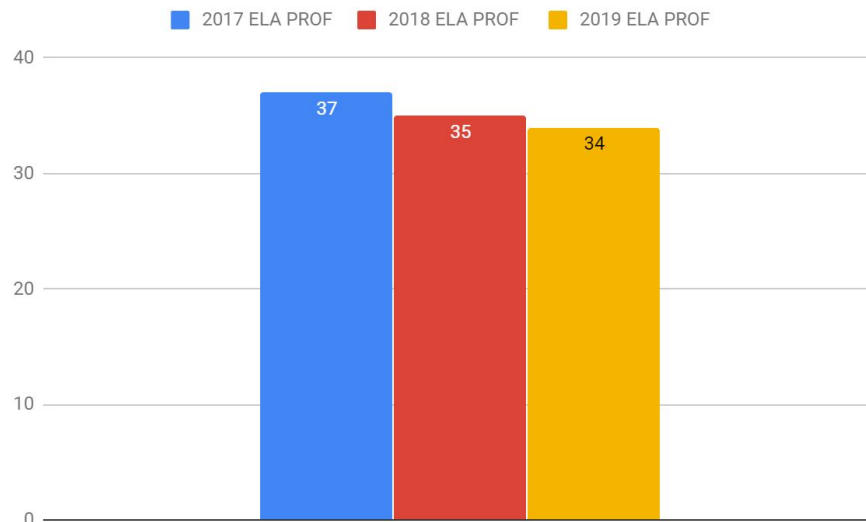
- August 20, 2019
- October 29, 2019

### What school data was analyzed?

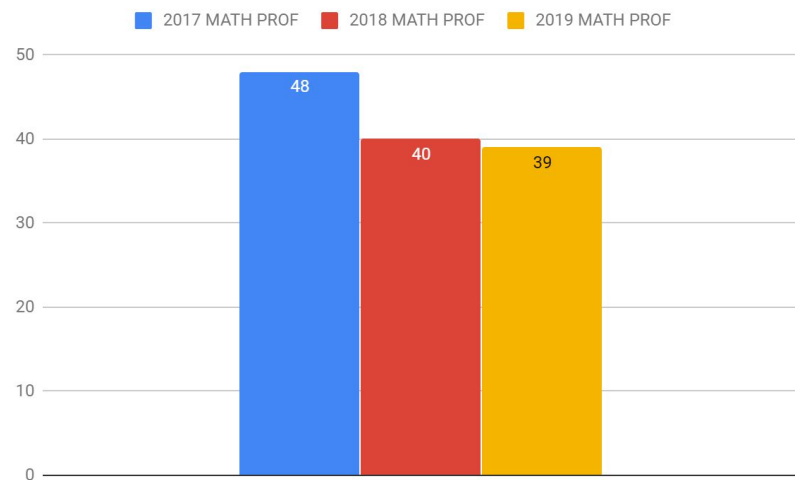
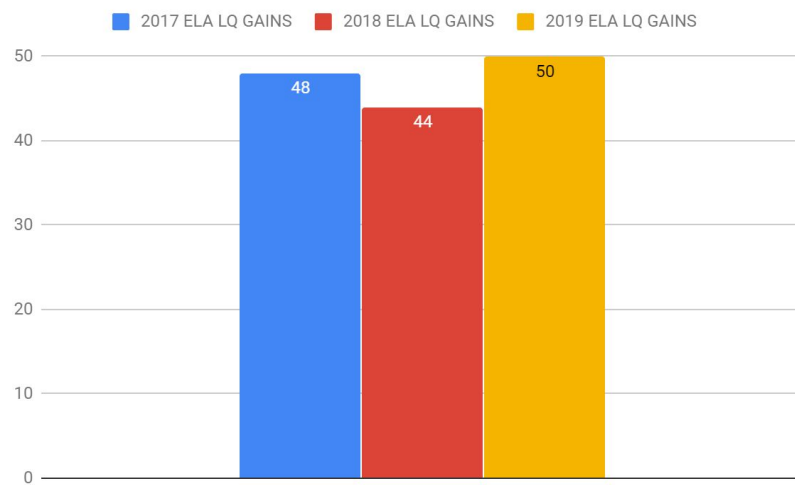
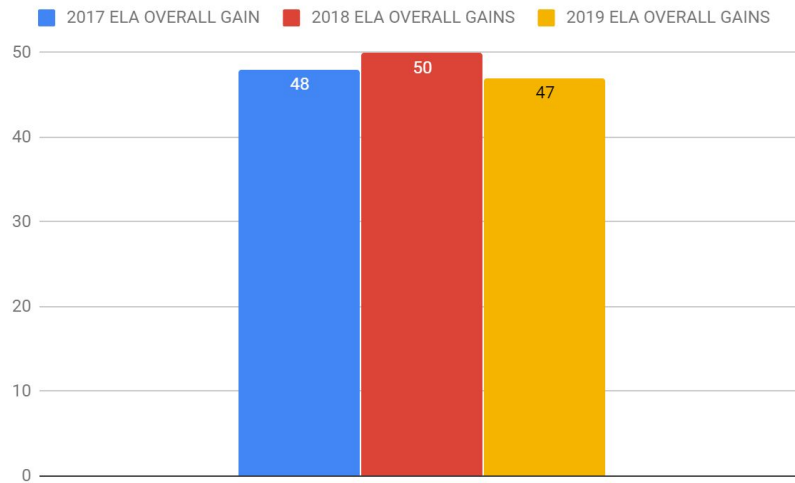
Through a comprehensive 8 Step Problem Solving process, district staff, school administration, and members of Community Assessment Team, reviewed both qualitative and quantitative data which encompassed all available state, district, and school level data to identify root causes of barriers to student learning, teacher retention, and/or the daily learning environment at each of our identified comprehensive support & improvement schools in order to make informed recommendations for any next steps needed to foster sustainable instructional practices:

- Historical FSA Data Performance Data

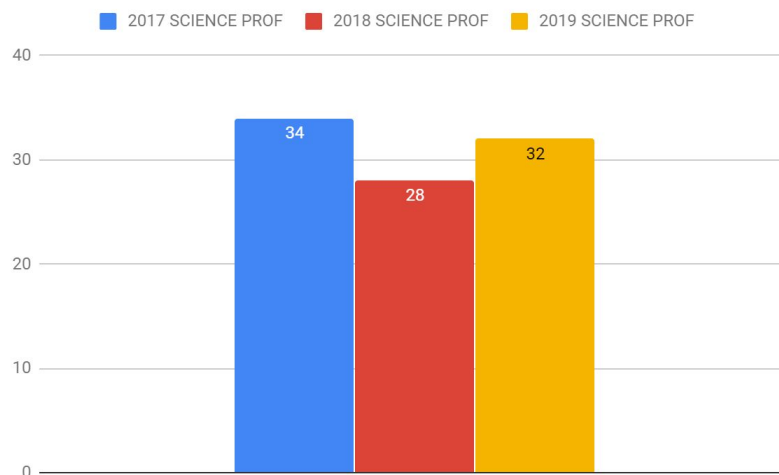
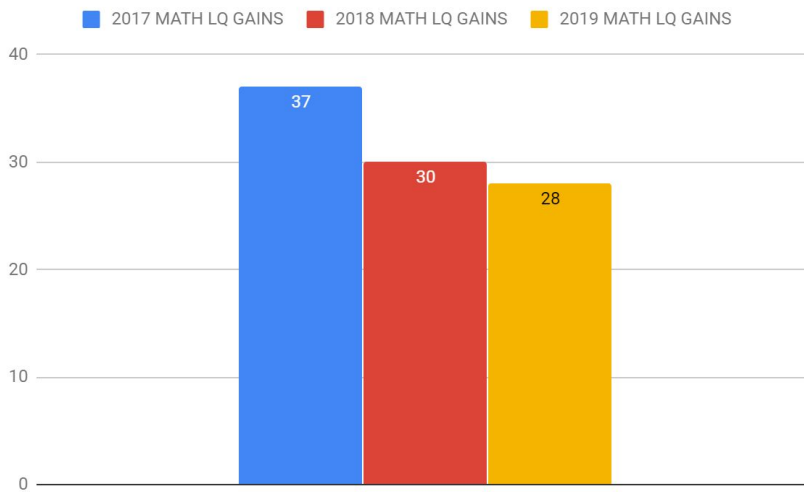
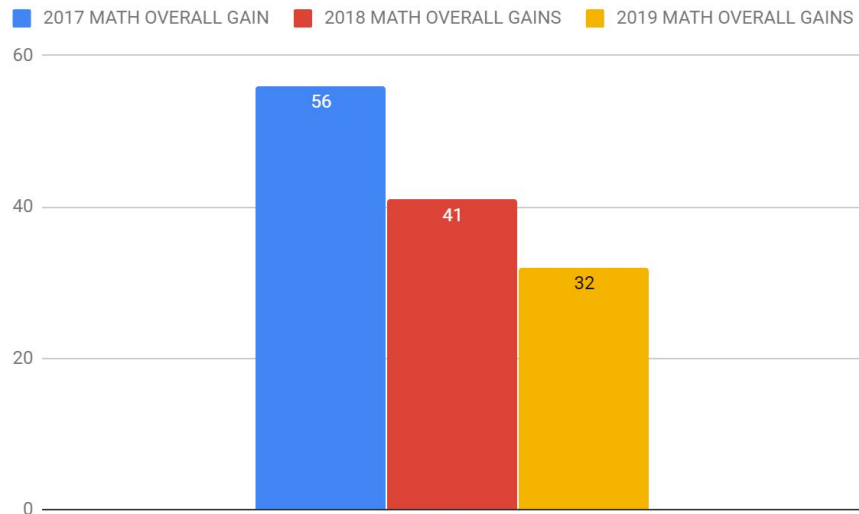
### Historical FSA Data Performance Data



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- Attendance Data

Charles E Bennett Average Daily Attendance										
18-19 School Year										
Grade	Average Daily Membership	Days Possible	Student Days Present	Student Days Absent	ADA	Average Students Attended per day	Average Students Absent per day	Days Excused	Days Out-of-School Suspension	Days Unexcused
01	89.58	180	14924	1200	92.56%	82.91	6.67	262	23	915
02	91.01	180	15223	1158	92.93%	84.57	6.43	254	24	880
03	90.53	180	15149	1146	92.97%	84.16	6.37	322	41	783
04	101.48	180	17050	1217	93.34%	94.72	6.76	249	57	911
05	102.54	180	17430	1027	94.44%	96.83	5.71	241	7	779
06	112.23	180	18711	1490	92.62%	103.95	8.28	284	125	1081
KG	85.32	180	13834	1524	90.08%	76.86	8.47	374	10	1140
PK	15.5	180	2582	208	92.54%	14.34	1.16	72		136
<b>Total</b>	<b>688.18</b>	<b>180</b>	<b>114903</b>	<b>8970</b>	<b>92.76%</b>	<b>638.35</b>	<b>49.83</b>	<b>2058</b>	<b>287</b>	<b>6625</b>

17-18 School Year										
Grade	Average Daily Membership	Days Possible	Student Days Present	Student Days Absent	ADA	Average Students Attended per day	Average Students Absent per day	Days Excused	Days Out-of-School Suspension	Days Unexcused
01	93.49	174	15082	1185	92.72%	86.68	6.81	308	14	863
02	82.44	174	13374	970	93.24%	76.86	5.57	292	14	664
03	103.64	174	17059	975	94.59%	98.04	5.6	274	15	686
04	101.41	174	16621	1025	94.19%	95.52	5.89	302	21	702
05	116.7	174	18913	1392	93.14%	108.7	8	438	74	880
06	110.1	174	17881	1276	93.34%	102.76	7.33	251	158	867
KG	97.84	174	15640	1385	91.86%	89.89	7.96	427	5	953
PK	14.18	174	2210	257	89.58%	12.7	1.48	65		192
<b>Total</b>	<b>719.8</b>	<b>174</b>	<b>116780</b>	<b>8465</b>	<b>93.24%</b>	<b>671.15</b>	<b>48.65</b>	<b>2357</b>	<b>301</b>	<b>5807</b>

- Discipline Data

Charles E. Bennett Referral History							
Option	Number of Students	Option	Number of Students	Option	Number of Students	Option	Number of Students
August 2015	2	August 2016	9	August 2017	12	August 2018	12
September 2015	27	September 2016	45	September 2017	23	September 2018	45
October 2015	28	October 2016	63	October 2017	45	October 2018	50
November 2015	36	November 2016	72	November 2017	53	November 2018	28
December 2015	29	December 2016	45	December 2017	56	December 2018	12
January 2016	40	January 2017	70	January 2018	57	January 2019	30
February 2016	92	February 2017	132	February 2018	66	February 2019	85
March 2016	59	March 2017	74	March 2018	77	March 2019	26
April 2016	70	April 2017	96	April 2018	86	April 2019	73
May 2016	52	May 2017	103	May 2018	76	May 2019	72
June 2016		June 2017	14	June 2018	1	June 2019	2
July 2016		July 2017		July 2018		July 2019	
<b>1516 Total</b>	<b>435</b>	<b>1617 Total</b>	<b>723</b>	<b>1718 Total</b>	<b>552</b>	<b>1819 Total</b>	<b>435</b>

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- Instructional Culture Survey Data

Academic Expectations					
Students at my school write to explain their ideas across all subjects	Students at my school can achieve the academic standards for their grade level	students at my school support their answers and explain their thinking	leaders at my school have the necessary content knowledge or content resources to support instruction across subjects	My School implements a rigorous academic curriculum	Teachers at my school use instructional time to address grade-level standards, even when students are below grade level
49%	51%	57%	75%	84%	86%

Instructional Planning for Student Growth						
An instructional leader at my school regularly reviews student work from my classes.	I have ready access to content experts with deep subject-area knowledge to support my instructional planning.	I am satisfied with the support I received at my school for instructional planning.	I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks.	I have access to questions, tasks, and assessments that allow me to assess students understanding of learning goals.	My school has dedicated time for teachers to analyze student work and/or assessments to plan for future instruction based on student performance	Teachers at my school track the performance of their students toward measurable academic goals.
58%	59%	75%	75%	78%	80%	84%

Leadership						
When my school leadership commits to a program or priority, they follow through	Leaders at my school work hard to retain effective teachers.	My school has effective instructional leadership	Leaders at my school seek out feedback from teachers.	My school leaders model the behavior they hope to see across the school community.	My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school	Teachers understand how our actions contribute to school priorities and goals.
54%	67%	69%	73%	73%	76%	86%

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Learning Environment					
School leaders provide me with the support I need to maintain high standards for student behavior in my classroom	Across my school there are consistent expectations and consequences for student behavior	Teachers and leaders at my school immediately address misbehavior in shared school spaces like hallways and the lunch room.	Interactions between students and adults at my school are respectful	My school is a good place to teach and learn	School leaders promote a safe and productive learning environment in my school.
35%	41%	47%	49%	75%	75%

Peer Culture				
Teachers at my school share a common vision of what effective teaching looks like.	The time I spend collaborating with my colleagues is productive	There are many teachers at my school who set an example of what highly effective teaching looks like in practice.	There is a low tolerance for ineffective teaching at my school.	At my school teachers use a common vocabulary to discuss effective teaching practice.
51%	69%	73%	75%	83%



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- Subgroup Performance Data

Subgroup	English Language Arts Achievement		English Language Arts Learning Gains		English Language Arts Learning Gains of the Lowest 25%		Mathematics Achievement		Mathematics Learning Gains		Mathematics Learning Gains of the Lowest 25%		Science Achievement		Progress of English Language Learners in Achieving English Language Proficiency		Federal Percent of Points Index		Subgroup Below 41% in the Current Year?	
White	37	46	52	41	29	21	40								38	YES				
Black	22	46	50	22	29	40	0								30	YES				
Hispanic	39	62		50	45		29	53	46	NO										
Multiracial	15			42	60										39	YES				
SWD	18	48	64	18	26	34	19								32	YES				
FRL	30	46	50	35	30	27	23	46	36	YES										
ELI	29	57		41	50										53	46	NO			

**Identified causes of low performance:**

- Low rigor of classroom instruction:** In the 2018-2019 school year, fewer than 40% of students passed the Florida Standards Assessment (FSA) in any subject. Particularly in reading and English/Language Arts (ELA), data suggest that students were not provided with rigorous instruction every day in every classroom.
- Limited structures for tracking progress and making mid-course corrections:** After it received a school grade of D in 2018, the school had difficulty making the comprehensive, rapid changes needed to create substantial progress, delaying much-needed improvements in the school's systems for providing rigorous instruction and supports.

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- **School schedule does not maximize instructional time:** The school did not utilize the extra minutes of reading instruction effectively. This prevented teachers from providing high-quality instruction during a continuous core instructional period.
- **Lack of use of data to drive instruction:** District site visits from previous school years indicated that teachers did not formally use a data cycle to identify “root causes” for why students struggle. Student performance did not grow between past years’ midyear (MOY) and end-of-year (EOY) assessments, suggesting that teachers did not know how to analyze data thoroughly, or did not know how to change their practice in response to the data.
- **Few supports to address behaviors that prevent students from fully engaging in their learning:** Teachers lacked the expertise to address behavioral issues in the classroom. This led to disruptions of classroom instruction and a school environment that did not focus primarily on teaching and learning.
- **Limited number of focused approaches to engage families as partners in their children’s learning:** While families attended social activities at the school, CEB offered few events focused on academics. Parent-teacher conferences were optional, and teachers were not expected to maintain two-way communication with their students’ families. The school also struggled to build relationships with community agencies to assist families.

### Recommendations for school improvement:

**Strategy 1: Select a new principal with proven success in a turn-around setting.**

**Strategy 2: Evaluation of current faculty, utilizing UniSIG funds to incentivize highly effective and effective teachers both currently serving CEB, as well as those currently serving outside of the school.**

In accordance with the allocation of UniSIG funds to incentivize teachers with proven records of success, eligible teachers will be considered for supplemental pay as follows:

- Eligible teachers are those who have earned a highly effective or effective rating based on the state’s value-added model calculation (when aggregated over 3 years) and teach at a Title 1 school with a 2019 school grade of “D” or “F” as of August 30, 2019.
- Such teachers, who are rated highly effective in their VAM calculation, will receive up to a \$15,000 supplement, and those teachers rated effective in their VAM calculation will receive up to a \$7,500 supplement.

Upon the release of VAM scores, all eligible teachers will be invited to apply for incentive pay, including teachers currently serving CEB, as well as teachers outside of CEB. Applications will be reviewed by the school administration and district staff, with the selection process to be completed no later than 1 week after the VAM score release.

**Strategy 3: Create school structures and systems that support instruction and maximize time on task.**

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The school will continue to refine systems and structures to ensure that students receive instruction from teachers who can support and challenge them to improve toward grade-level standards, such as:

- Retaining, hiring, and developing teachers who are committed to rapidly improving student performance through a cycle of continuous improvement and who have a track record of success in improving student achievement.
- Continually revising the school schedule to maximize time in core instruction by leveraging the extended school day and as well as time for arts, interventions, and support services.

### **Strategy 4: Increase the use of data to drive instruction.**

The school leadership team and teacher collaboration teams will continue to use data to inform instruction. To ensure that data analysis has an impact on classroom instruction, the school will focus on:

- Refining a system for collecting, organizing, and summarizing student data.
  - Collect the data: Create a coherent system for collecting and organizing common formative assessment (CFA) data.
  - Communicate the data: Create a student data “dashboard” system to provide the principal and teachers with timely views of all students’ academic profiles and non-academic profiles for students who are at-risk
  - Share data with students: Help students understand their own performance data, set goals, and identify strategies for improvement.
  - Create tools to use the data: Improve existing tools and create new tools to help teachers and the principal analyze data (e.g., spreadsheets for reviewing data schoolwide, etc.)
  - Provide appropriate PD in the use of these data tools.
  - Using existing data, conduct a “root cause” analysis to identify why students struggle to meet grade-level goals and expectations.
  - This analysis will inform the schedule and topics for PD needs.
- Ensuring that common formative assessments are administered and analyzed regularly.
  - Create a calendar to clearly define the schedule for completing data cycles during the school year, including specific guidelines on when teachers should reteach and reassess their students
  - Conduct additional diagnostic testing, including screening for English language proficiency, for students who are identified as struggling and who are consistently below grade-level.
  - With the support of the principal, create banks of rigorous assessment questions aligned with the current curriculum standards for teachers to use in their formative assessments
  - Embed formative assessments in daily instruction.
  - School instructional leadership team (ILT), which includes teachers and school administrators, monitors implementation of CFAs at the classroom level by collecting formative assessments from a sample of classrooms and through conversations and analysis with teachers.
  - ILT analyzes results of assessments to identify schoolwide trends in students’ learning and design strategies to address gaps.
  - Sharing data with students and helping them set goals for their learning.

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- Further building the capacity of PLCs to analyze student-level data and use it to inform their instruction during core and intervention instructional periods.
  - Use PLC meetings and planning time to provide teachers with dedicated time to review student data.
    - As part of the PLC calendar, create agendas to ensure that PLCs their time effectively working on focused instructional goals and practices.
    - Develop a PLC meeting schedule that optimizes teacher participation.
  - Based on the results of formative assessments, PLCs identify priority areas for each subject and grade-level.
  - Establish a voluntary professional learning community for teachers to deepen their understanding of data-driven instruction by reading about data-driven instruction, discussing problems of practice, etc...
  - Develop and implement a PD plan to ensure that teachers know how to consistently check for students' understanding, to use embedded formative assessments to monitor students' progress, and to interpret data that affects their classroom instruction.
  - Ensure that teachers provide supplemental supports/interventions to struggling students based on data, including:
    - Additional time on task during the intervention/remediation period that students' specific learning targets.
    - Instruction during the intervention/remediation period that uses evidence-based programs with track records of success (e.g., iReady)
      - Discontinue intervention/remediation programs that have been deemed ineffective based on students' results.
  - Support struggling students in targeted grades to help them address specific learning targets by continuing to differentiate and provide Tier 2 and Tier 3 supports
  - Identify instructional best practices to address the areas in which students struggle.
    - Literacy coach provides job-embedded coaching and PD to teachers on data analysis, coordinated by the principal.
  - Coordinate the provision of specialized instructional supports that take place outside of the K-6 classroom in alignment with students' Individualized Educational Plans (IEPs) to limit student absence during core instruction.
  - Ensure that the principal provides growth-producing feedback to teachers on their use of data to inform instruction.
- Monitoring PLCs' decisions for impact in the classroom.
  - ILT meets weekly to review student data, track progress toward meeting the school's goals, and make instructional adjustments as necessary.
  - PLCs make instructional adjustments after each formative assessment based on the results of the data.
  - PLCs reassess and regroup students based on most recent formative assessment data every six to eight weeks.
  - Principal, ILT, and literacy coach monitor data-driven decisions for impact by reviewing PLC action plans and reflection protocols, through conversations and analysis with teachers, and by classroom observations.

### Strategy 5: Increase the rigor of Tier I, Tier II, and Tier III instruction

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The three tiers of instruction are:

- Tier I instruction: occurs during the core block and includes instruction and interventions that target all students.
- Tier II instruction: provides interventions and time on instruction for struggling students, in addition to Tier I.
- Tier III instruction: the most intense level of intervention, provided to students who receive Tier I and II instruction but who continue to struggle.

Tier I: Provide training for core teachers in grades K-6 during the school year on evidence-based best practices for providing Tier I instruction in ELA and math.

- Provide training for core teachers in grades pre-K-5 during the school year on evidence based-best practices for providing Tier 1 instruction in ELA and math. Provide at least 14 full days of training for all core teachers in grades pre-K-5.
- Identify an instructional focus area and identify evidence-based best practices to share during PD, with a goal of ensuring that teachers develop skills for teaching higher-order thinking skills and know how to build a culture of high expectations for learning in their classrooms. Solicit teacher input when identifying PD needs.
- Dedicate monthly faculty meetings to PD on Tier I instruction with a focus on ELA and math; and provide PD for related service providers.
- Utilize the instructional coaches with providing job-embedded PD and work with teachers individually and in small groups on delivery of differentiated, high-powered instruction rich in literacy through side-by-side coaching of teachers and observations of students needing intensive literacy instruction.
  - 70% of literacy coach's time will focus on working with teachers, and 30% of his/her time will be spent directly with students

Tier II: Coach teachers on further differentiating instruction based on specific needs of subgroups of students as identified by the collection and review of student data.

- During PD on early-release days and during common planning time, train teachers to implement center-based instruction in which students are flexibly grouped and regrouped based on their strengths and skills.
- Train teachers to differentiate ELA and math curriculum based on student need.

Tier III: Coach teachers and related service providers to support students who demonstrate significant learning gaps and work with struggling students directly.

- As part of the role, the instructional coach trains teachers on providing targeted instruction to students who are significantly behind grade-level and provides additional support to struggling students directly.
- Provide additional time on task for students who are struggling during the school's remediation/intervention period.

### **Strategy 6: Improve instruction and interventions through teacher- and student-specific data**

- Align the reading, writing, and math curriculum with Florida Standards to ensure students receive rigorous core instruction.
- Reading: Continue to implement the new Ready LAFS curriculum that was piloted in SY 2018-2019 in grades K-6

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- Implement the SIPP's curriculum from K-2 to help students master phonemic awareness to ensure early reading fluency.
- Continue the work of the curriculum specialist to assist with the implementation of iReady Reading and Math.
- Writing: Implement the Ready Writing program.
- Math: Implement the K-6 Eureka math curriculum
- Science: Review existing science program, including solicitation of teacher input, and revise if necessary. The science curriculum will include an emphasis on literacy development. Ensure sufficient materials and curriculum supports, and include related PD for teachers.
- Regularly assess the fidelity of implementation of each program through classroom observations, conversations with teachers, and focused learning walks to identify areas where teachers need additional support in using the curricula.
- Regularly assess programs and services for students with disabilities.
- Ensure students' needs are met through the most appropriate program/service delivery model (e.g., co-teaching, substantially separate classrooms, and/or other models), in order for all students to receive rigorous core instruction.
- Based on identified areas for support, provide additional professional development to help teachers understand and deliver the content of their core curricula.
- Teachers shall receive 60 minutes of dedicated common planning and collaboration time per week.

**Strategy 7: The school will focus heavily on professional development and coaching for teachers to ensure that they use evidence-based best practices to consistently provide instruction to students that promote higher-order thinking and pushes students to meet grade-level standards.**

This will be accomplished by creating integrated teaming structures for collective inquiry. The school will utilize teaming structures that provide vertical and horizontal alignment of instructional practices and strategies, including job-embedded professional development. Within the teaming structures, the following strategies will be developed collectively:

- Refining curricula in reading, math, and science that are aligned with the Florida Standards,
- Providing professional development on implementing effective and rigorous instructional practices and strategies in Tiers I, II, and III; and holding teachers accountable for using the evidence-based practices they learn through PD in their classroom, including strategies for differentiating instruction for all students based on their individual needs.
- Further developing the school's K-2 literacy program to address literacy development.
- Engaging in specific planning, such as joint lesson planning and developing and aligning curriculum and instructional strategies.
- Analyzing data and formally assessing student work to gauge the effectiveness of strategies and adjust instruction as needed.
- Sharing instructional strategies, including information gathered by team members during instructional rounds.

**Strategy 8: School leaders will establish a school culture focused on achievement and engage families as partners in their children's learning.**

School leaders and teachers will be responsible for promoting a school culture that focuses on learning, and for engaging families in the school's efforts to improve student performance through:

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- Providing a safe and respectful school climate that prioritizes student learning.
  - Communicate key priorities in the turnaround plan and schoolwide focus areas to students in a clear, student- and family-friendly way that ensures understanding of high expectations, academic goals, and how regular attendance and positive behavior can help everyone in the school reach those goals.
  
- Providing tiered supports to ensure students come to school ready to learn by addressing behavioral issues, including on-task behavior during class, and the reinforcement of content at home.
  - Hire a behavior intervention specialist to plan, coordinate and implement this work.
  - Tier II: Teachers, family members, and students work with the behavior intervention specialist to develop behavior plans or identify supplemental supports/interventions for identified students who have difficulty staying on task and/or are disruptive in the classroom.
    - Students identified as needing Tier II supports based on behavioral issues inside and outside the academic setting.
    - Teachers, family members, and the behavior intervention specialist review both academic and behavioral data to determine the root cause of misbehavior.
    - Teachers, family members, and behavior intervention specialist work with students to develop plans to raise students' academic achievement and address behavioral issues at school and at home.
    - Teachers, family members, and behavior intervention specialist monitor plans for impact and adjust as necessary.
    - Teachers collaborate with behavior intervention specialist regularly to discuss roadblocks and receive supports in enacting plans.
  - Tier III: Teachers, students, and families collaborate with Family Resource Center staff and behavioral intervention specialist to identify community resources to assist families in need of services and support.
    - Students identified as needing more intensive and targeted supports/interventions based on the results of previous Tier II interventions and supports.
    - Teachers, family members, Family Resource Center staff, and behavior intervention specialist review both academic and behavioral data to determine the root cause of off-task behavior with a plan to increase focused learning time and student outcomes.
    - Teachers, family members, Family Resource Center staff, and behavior intervention specialist monitor behavior plans for impact on learning and adjust as necessary.
  
- Developing a coherent strategy for teacher and family communication.
  - Clarify and monitor expectations for teachers' communication with families.
    - School staff reach out to families one to three times over the summer to maintain relationships and progress on goals between school years.
    - Core teachers reach out to the families of all their students at least once a month during the school year to discuss students' academic progress.
    - Core teachers hold at least one parent-teacher conference with all their students' families during the school year.

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- Supported by Family Engagement Center Coordinator, encourage teachers to conduct visits with families who are receptive to engaging with teachers outside the school setting.
- All educators record written and oral communication with families in a log.
- Building families' capacity to support students' academic progress using parent-centered programs such as Family Resource Center, workshops, and events.
  - Communicate key priorities in the turnaround plan and schoolwide focus areas to families in a clear, family-friendly way.
    - Educate families on grade-level expectations for rigor for their Family Resource Center coordinator students in reading and math, and what they can do at home to support those goals.
    - Educate families on school behavioral expectations and protocols and what they can do at home to support those expectations.
    - Provide translation into all languages spoken at home in all family communications.
  - Establish a Family Resource Center to coordinate family and community engagement activities that are linked directly to student learning.
    - Hire a coordinator for the Resource Center to help families access resources through community agencies to provide extensive services and supports, including language and workforce supports.
    - Investigate successful Parent Academy models to offer parent support and programming.
  - Through the Family Resource Center:
    - Analyze school-level data from past events to identify successful strategies for engaging families.
    - Offer schoolwide evening events that combine literacy and math development with engaging activities for children and families to learn together.
    - Hold schoolwide evening events and workshops to help all families, with a focus on non-native English speakers, navigate the school system, understand how to interpret grades, FSA results and other data shared with students, and make the link between their child's elementary school experience and their goal to be prepared for college and careers.
    - Partner with local agencies to provide parenting workshops on such topics as discipline, nutrition, family recreation or communication.
    - Hosting a Parent Academy: Promote the school lunch program and help families understand the benefits of proper nutrition and physical activity.

### District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

#### Assurance 1: District Capacity and Support

- ☒ The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources,



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professional development and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

☒ The district shall ensure that instructional programs align to Florida’s Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide evidence that shows instructional programs to be effective with high-poverty, at-risk students and how these programs are different from the previous programs. The district shall demonstrate Florida’s Standards alignment across grade levels to improve background knowledge in social studies, science and the arts.

☒ The district shall prescribe and require progress monitoring assessments that are aligned to Florida’s Standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

### Assurance 2: School Capacity-Leaders and Educators

☒ The district shall ensure the school has effective leaders and educators capable of improving student achievement.

#### Leaders

☒ The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

☒ The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual’s turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

#### Educators

☒ The district shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

☒ For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

## District-Managed Turnaround Plan—Step 1 (TOP-1)

- ☒ The district shall ensure the instructional personnel who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- ☒ Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.

### Required Documentation

The district must submit the following as part of the TOP-1: (checkboxes)

- ☒ An MOU pursuant to section 1001.42(21), F.S. shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.
- ☒ The district must submit instructional rosters for this school no later than September 1. The district will be notified of the submission process to ensure confidentiality and security of the requested information.
- ☒ The district must complete the table below by providing the number and percentage of instructional personnel in each of the state VAM rating categories for this school and the district based upon most recent three-year aggregated state VAM ratings (Highly Effective, Effective, Needs Improvement and Unsatisfactory).

<b>STATE VAM DATA- School % Compared to District and State %</b>				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	9	3	2
School %	7	60	13	13
District %	27	53	16	4
State %	15	55	15	15

### Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

#### Name and title of person responsible for the completion and submission of TOP-1

Terry Connor, Chief Academic Officer

#### Contact information: email, phone number

[terrence.connor@myoneclay.net](mailto:terrence.connor@myoneclay.net), 904-336-9904

#### Date submitted to the Bureau of School Improvement (due September 1)

#### Superintendent signature (or authorized representative)