



## Turnaround Option Plan – Phase 2 Gadsden County Public Schools

*This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).*

**GEORGE W. MUNROE ELEMENTARY SCHOOL 0041**

**(District-managed turnaround (DMT+) with external partner – Rensselaerville Institute)**

**Part I: Needs Assessment**

**Item 1:** Description of the needs assessment methodology and summary of the results.

The Gadsden County School Board voted to reconfigure several schools in the district, close two schools, and rename two schools. District and student performance data indicated a need for district-wide school reform and a need to consolidate resources to eliminate duplication and fragmentation of instructional programs. Two elementary schools were closed (Gretna Elementary and St. John Elementary [SJES]); two elementary schools were changed to a primary grade (preK-3) configuration (George W. Munroe Elementary and Greensboro Elementary). Performance data from the 2015-16 and 2016-17 school year have been analyzed. Below is a summary of the pertinent data from the needs assessment that provides information to support the DMT+ option. VPK/PreK readiness data indicates that 88% of the students assess exceed expectations in print knowledge; 47% exceed expectations in phonological awareness; 35% in oral and 47% in math; however, FSA performance data shows a significant decline as the students progress to grade 3. As indicated, the district has experienced a downward trajectory in ELA, Math and Science. While performance in mathematics demonstrates a level of strength, performance in ELA presents an opportunity for growth, specifically at grade 3. Further, iReady data has consistently demonstrated that less than 50% of the population performs on grade level in reading and math. Annually, an external consultant analyzes the district federal programs (Title I, Title II, Title I School Improvement, Title IX). All schools in the district, with the exception of one gifted program, are Title I schools so the evaluation includes a review of the DIAP, SIP, and Title I goals, strategies, and progress toward outcomes. The district has chosen to use this external review as its need assessment for the selection of a DMT+ option for the operation of George W. Munroe Elementary School. In addition to the review, an annual climate survey is done with parents, students, and teachers to evaluate the district school culture.

	ELA		Math		Science	
	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16
<b>Overall Proficiency</b>	<b>15.6%</b>	<b>22.9%</b>	<b>23.6%</b>	<b>34.7%</b>	<b>9%</b>	<b>11%</b>
<b>Learning Gains</b>	<b>34%</b>	<b>52%</b>	<b>25%</b>	<b>49%</b>		
<b>Grd 3 Proficiency</b>	<b>15.2%</b>	<b>27.3%</b>				
<b>Learning Gains Lowest 25%</b>	<b>47%</b>	<b>66%</b>	<b>36%</b>			
<b>iReady-On Grade Level</b>	<b>34%</b>	<b>33%</b>	<b>36%</b>	<b>39%</b>		

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Student attendance rates (Skyward data reported on Survey) at GWM: 93% for 2016-17.

Student suspensions out-of-school for GWM: 216 occurrences involving 96 children in 2016-2017

The needs assessment for Gadsden County was completed through the review of historic state assessment performance, recent reading and math performance under the new standards, review of teacher professional development, and parent involvement.

### **District Support Assessment**

During the process of planning for reconfiguration of the district schools, the newly elected Superintendent has also implemented a reconfiguration of district staff and departments. The reconfiguration of district level support will focus on ensuring validity of assessment, preparedness of administrators and teachers, and rigor and effectiveness of instruction. To this end, district level support has been refocused into subject level instructional support teams under two district level Area Directors of Instruction (Elementary and Secondary). Instructional specialists in Reading, Math, and Science support the district's focus and priority schools. Elementary Instructional Specialists will be assigned to GWM for 80% of the time, with the remaining 20% concentrating on vertical articulation between the two feeder middle schools. This equates to 4 days a week at GWM and 1 day a week to be spent at the middle school. Math and Reading Instructional Specialist qualifications are 3-5 years of teaching experience and highly effective VAM scores in math and reading.

### **Item 2:** Rationale for the turnaround option(s) selected.

The district has selected the DMT+ option that is allowable under Florida Statute 1008.33 (4)(b)(5) Implement a hybrid of turnaround options set forth in subparagraphs 1.-4. or other turnaround models that have a demonstrated record of effectiveness. The external partner assisting Gadsden County with turnaround of George Munroe Elementary School is the Rensselaerville Institute (a.k.a., School Turnaround). Rensselaerville has a demonstrated record of effectiveness over the past 20 years with turnaround schools creating teacher pipelines and training programs; evaluating and creating career paths for teachers and administrators; and partnering with schools in turnaround status all over the nation to effect school improvement and reform. There are several focus areas essential to school reform that will be evaluated and prioritized: 1. Effective Leadership; 2. Academic Programs; 3. Community and Culture; and 4. Operational Activities. Academic programs will be reviewed to ensure that there are clear standards, targets are established for improvement; the right people are collecting and reviewing the right data; ensuring that strong instructional materials are in place to meet turnaround goals; and ensuring that those materials are being used with fidelity. Rensselaerville will recommend any changes necessary to ensure academic programs are appropriate for the turnaround success. They will help the district facilitate sharing core values and building strong relationships between parents, the community, school leadership, and teachers. Avenues of two-way communication will be explored and recommended for systemic improvement of school culture. They will assist with identifying that the right players and strategies are in place to assist with the turnaround, including but not limited to financial priorities; collaborative systems; district staff support systems; professional learning community cycles; and that finances are prioritized to enhance recruitment, retention, and are available for strategic hiring of critical staff. Rensselaerville will assist the district in developing expectations, deliverables, and set progress monitoring schedules to ensure fidelity of strategic implementation and provide frequent opportunities to assess progress toward goals. They will report regularly to the Superintendent and School Board, involving them as change agents in the implementation of this option. If core instruction and interventions in reading, mathematics, and science are effectively implemented and consistently monitored, then student achievement will improve. Support for focus and priority schools will be provided through on-going professional development, coordination of

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targeted services, and monitoring of effective implementation of core instruction and intervention. This will empower the school leaders with the skills necessary for improving school culture and student achievement.

### Part II: Implementation Plan

#### A. Areas of Assurance

**Item 3:** Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

#### District Capacity and Support

##### *Governance structure*

To provide continuous support to the turnaround school, George W. Munroe Elementary, the Superintendent has reconfigured the departments at the district level to include an Area Director of Elementary Education. The position reports directly to the superintendent and is a member of the Executive Leadership Team (ELT). The Area Director of Elementary Education, in collaboration with other district leadership, George Munroe's principal and leadership staff and Rensselaerville will be responsible for the implementation of the turnaround plan. The Instructional Leadership Team (ILT), which includes Curriculum and Instruction; Human Resources, Professional Development; Federal Programs; Parent Services; Transportation; Media and Technology (MIS/IT); English Language Learners (EL), Exceptional Student Education (ESE); Data/Assessment; and Finance, will assist the ELT in implementing the turnaround, reviewing supporting program implementation at the school, and making recommendations for re-prioritizing existing resources to fully support the turnaround effort at the school. All individuals listed have specific roles and responsibilities that make up the capacity of the district. The teams meet monthly to address needs and provide specific assistance to school. The turnaround principal will be supervised by Area Director of Elementary Instruction.

To align support to the specific needs of the school, the Area Director meets weekly with the principal to review data, discuss systems and problem solve collectively to support the school's success and to overcome internal and external barriers that could impede school improvement. As an external partner, Rensselaerville will work collaboratively with district and school-level staff to diagnose the existing levels of talent employed at the school; help the district to develop a plan to maximize efficiency of the existing talent; make recommendations for employee moves to different positions that are better suited for their skill set; develop protocols and/or templates to use at the schools during turnaround; and/or make recommendations for replacement of positions critical to supporting the educational goals of the turnaround plan.

The Personnel Office has prioritized the school for staffing by sending candidates identified by the district to the principal for review before other schools. Once candidates are cleared by the district, the principal has the autonomy to select teachers based on their discretion. The district has collaborated with the Gadsden Educational Staff Professional Association (GESPA) bargaining unit to review faculty at the schools based on evaluation data and VAM performance for reading and mathematics to ensure the most committed and highest performing teachers serve students at the school. Voluntary and involuntary transfers have been completed to effectively raise student achievement. Transfers were based on VAM data and principal evaluations.

#### Policies and practices

***What district policies will need to be reviewed and/or changed to support the turnaround school?***

District procedures have been revised to ensure that the principal at GWM has the autonomy to recruit, replace and retain highly effective instructors for our most fragile learners. Substitute teachers will be used

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the most minimal extent as possible. The Instructional Specialist, to the greatest extent possible, will be used to provide direct classroom support and assistance in the case where a classroom teacher is absent for a period greater than one week.

The following internal business practices (policies) and procedures are in place to monitor effectiveness, guide the school-based leadership team and provide direct support systems to George W. Munroe Elementary School and its feeder pattern schools:

### **Internal Policy (Business Practice) 1 –Monthly District Leadership Meetings**

The District Leadership Team (DLT) meets monthly to review the recommendations resulting from School Board meetings and to progress monitor the TOP school in the areas of: Supportive Environment, Effective Leadership, Data /Student Achievement, Collaborative Planning and Teaching, Ambitious Instruction and Learning, and Family/Community Involvement.

### **Internal Policy 2 – Provide information and data for the Community Assessment Team (CAT) Meetings**

The DLT will provide the appropriate data from the needs assessment results to the CATs for the purpose of allowing the community an opportunity to stay abreast of the progress made by the school and be able to make informed recommendations for continual improvement.

### **Internal Policy 3 – Provide updates from TOP school to the DLT**

GWM’s principal, school leadership team, school-based instructional specialists, and/or directors/content specialists will meet at least monthly to review/analyze progress of student achievement. The results of the meeting will be provided to the members of the ELT to assist with progress monitoring.

### **Internal Policy 4 – Monitor monthly reports on the level of progress each district department is making to support and assist the TOP school in accomplishing and meeting their goals.**

Each department represented on the DLT will provide reports on their responsibility related to assisting the TOP school. These reports will be shared with the ELT to provide additional support and next steps for the school.

### **Internal Policy 5 –Work collaboratively with the Bureau of School Improvement to monitor effectiveness of the implementation of GWM’s TOP.**

During this process, the DLT will meet with the Bureau of School Improvement to ensure that the district is supporting all of the initiatives identified with the TOP, School Improvement Plan, and District Improvement and Assistance Plan.

### **Internal Policy 6 – The District Leadership Team will implement “TOP Instructional Reviews” at GWM to ensure initiatives are effectively being implemented and to support student achievement in all the feeder pattern schools.**

The DLT will work collaboratively with the Director of the Bureau of School Improvement (BSI), the Regional Executive Director (RED) of the Northwest region, and other members of the BSI Team to visit the “TOP” schools once a semester to perform the Instructional Reviews.

### **Alignment and allocation of support and resources**

#### ***What are you doing differently to provide continuous support for the turnaround school?***

There will be instructional specialists in Reading and Math assigned to the school. They will be assigned to George Munroe Elementary for 80% of the time, with the remaining 20% concentrating on vertical articulation. The specialists will provide specific and targeted support to the fragile school. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-

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based instructional strategies that improve students' academic performance. The instructional specialists assist and provide support to teachers in the development of rigorous standard-based lessons via Professional Learning Communities and effective common planning. Instructional leaders at the district work with instructional specialists continuously to build and develop the skills necessary to successfully support classroom teachers in the areas of planning, delivery of instruction, differentiated instruction, data analysis, and digital fluency. The instructional specialists, in concert with the Area Director of Instruction, will facilitate the common planning process, in which teachers will jointly plan, observe, analyze, debrief and refine classroom lessons to improve student outcomes. In efforts to close the achievement gaps, interventions are provided daily to all learners, through small group instruction based on student needs. Assessment data will be collected and analyzed weekly by the school leadership team. The school leadership team, in collaboration with the instructional specialists and classroom teacher, will determine appropriate interventions to be differentiated based on student need. Interventions takes place throughout the day through pull-outs guided by the instructional specialists. The students' progress will be closely monitored by instructional specialists and the school leadership team and additional adjustments will be made to the interventions as needed and recommended by instructional specialists to ensure ongoing progress and acceleration. The leadership team closely monitors weekly student products to ensure the rigor of the standard is being met. The administrative team develops weekly "look-fors" in order to facilitate instructional walk-throughs. One of the root causes of low proficiency can be attributed to teachers' limited understanding of the Florida Standards and the lack of rigor. In an effort to continuously assist teachers with Standards Mastery, the district will provide Standards Based Instruction professional learning as recommended by Rensselaerville. Implementation will be done by the district Director of Professional Learning. Instructional specialists will continue to build capacity through modeling lessons for teachers, conferencing with teachers and facilitating teachers observing other teachers in order to strengthen areas of weaknesses. All instructional staff are required to integrate research-based strategies within their respective areas to support and improve academic achievement. The highest qualified teachers and staff are recruited and retained for sustainability. The Superintendent has pledged that if a candidate, especially in reading, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. As a district, Gadsden County seeks teachers who are dedicated to the success of all students, particularly those in fragile schools; committed to producing quantifiable student achievement gains; and a willingness to persevere through the use of the problem solving model and turning challenges into opportunities.

### **Supportive Environment**

Gadsden County recognizes the importance of fostering a safe and supportive environment for students and families. Student attendance is not a big problem as data supports that about 94% of students attend regularly. Supporting quality instructional programs, providing every classroom with a qualified and highly effective instructor, better monitoring of the implementation of instructional programs through quality and appropriate assessments, and providing the school with a proven turnaround leader are the additional supports the district will provide with this plan. Behavior specialists from the Exceptional Student Education Department are assigned to the school to provide ongoing social/emotional support to students. These specialists coordinate services from community agencies to meet the needs of the whole child and their families (i.e., health, social, emotional, physical, employment, training, etc.). They are advocates for students to solve barriers that hinder school success. Visiting teachers are assigned to do home visits when students who are not attending school regularly are identified by school leadership. Homeless outreach specialists connect homeless students and their families to community services and provide homeless students and unaccompanied youth with the access to a free and appropriate public education without barriers. Gadsden County continues to provide district support that focuses on behavioral expectations and aims to improve the character of the child beyond the school and into the community. Students are challenged to step up and take responsibility and are offered the opportunity to come to Saturday classes with their parents to help build wraparound services for the whole

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child and the whole family. The district makes efforts to link students with adults on the campus who they can go to during the year for social and emotional support. Through the development of self-advocacy plans, goal-setting, small group mentoring, and personalized guidance and support, this helps the district to lay the foundation for academic success. Parents are strongly encouraged to become full partners in their children's education. The Parent Resource Center empowers parents with information, resources, and services available through the school, the district and community-based agencies in order to encourage a family environment that promotes learning.

District Special Education staff have weekly MTSS/RTI meetings to review school-based instructional focus and intervention groups. This team reviews data that links to instructional strategies needed by teachers and students. The team also reviews progress monitoring data at grade level meetings with teachers after each administration of the district baseline, mid-year and end-of-year assessments. During the meetings, students who are not meeting/exceeding standards and those students at risk for not meeting mastery levels are identified and action plans are developed to address deficiencies. Professional learning and resources necessary to improve instruction student performance, and assist with the socio/emotional well-being of the students are also identified and monitored to ensure consistent support. At the onset of the school year, teachers are provided with standardized test scores of students from the previous school year. Teachers use this data initially to determine their possible groups for differentiated instruction and identified academic deficiencies.

### **Extended Time**

GWM will operate on a 350 minute day (seven 50-minute periods) to provide additional time during the regularly scheduled school day for intervention courses in core subject areas. As students are identified as needing additional assistance in reading or math, they will be placed into intervention courses/programs during the school day, in addition to their grade-level core courses. The program that will be used to support math and reading deficiencies will be Curriculum Associates iReady. This program will supplement the basal instrument of Journeys. Reading deficiencies will be supported by a combination of Intensive Reading courses, 90-minute reading block, and other resources that the turnaround team determines are necessary to improve student proficiency. In addition to carving out additional time during the school day, 21<sup>st</sup> Century Community Learning Centers will further support the most fragile learners five days a week before school with a structured hour of intervention and four days per week for an additional two hours per day every week. Combined with the Saturday reading programs, the 21<sup>st</sup> CCLC program will also offer Saturday sessions during the winter/spring term to give children a chance to prepare for mastering the state assessment. These targeted supports will improve student proficiency, when implemented correctly, are properly assessed and are regularly monitored. The supplemental resources for the regular school day interventions will be provided from federal dollars. Dollars will not supplant the district's responsibility to provide a basic education or basic education resources. Dollars for before- and after-school support will come from supplemental federal dollars. The district has high expectations of all students and teachers. It plans to and conducts frequent reviews of student progress with teachers to set differentiated goals designed to meet academic outcomes.

### ***How will your support align to the specific needs of the turnaround school?***

The district's focus areas are instructional programs, assessment, and leadership. A turnaround team has been established at the school. The turnaround principal has a record of proven effectiveness working to improve fragile schools. The school's leadership team consists of a highly qualified and certified assistant principal who has also served as a reading coach.. She has worked with challenging populations and has helped facilitate significant learning gains in academic subjects by mastering standards. This leadership team, with mentorship and support, will effectively plan and monitor instruction to determine if the school is on track to

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meet academic goals. Together with Rensselaerville and the principal mentor, the school leadership team will identify school-level barriers and work collaboratively with the district to reduce barriers to the school's success. District support will focus on assessment, instructional programs, and leadership. Appropriate and rigorous assessments will be identified through a variety of sources including but not limited to Unify, Standards Mastery diagnostics, and review of other successful public assessments written by highly effective subject-area specialists in other Florida districts. Proactive leadership, evidence-based instructional programs, and standards-based assessments will assist the school leaders and instructional specialists in determining student needs and allow them to use data to drive instruction and make immediate adjustments to strategies and instruction necessary to reach goals. Highly qualified/certificated subject-area teachers, Instructional Specialists, and other support staff will assist students in receiving the necessary resources to achieve higher academic proficiency. Federal resources have been dedicated to assist the turnaround school in meeting its needs for assessments, supplemental instruction programs, and other supplemental staffing. .

### **Systems for review and monitoring**

*What system will the district put in place to monitor the effectiveness of your support?*

The Area Director of Elementary Instruction, in collaboration with the Superintendent, Rensselaerville, and other ELT members are directly responsible for supervising the TOP principal, TOP leadership team, and managing the work of the district's instructional specialists. The Area Director will do site visits weekly and meet with members of the school leadership team on the campus at least weekly to do progress monitoring. Assessments and instructional programs will be reviewed for their effectiveness in providing standards-based instruction and the rigor necessary to improve student achievement. Reviews of regular monitoring assessments will be done to determine progress. Classroom walkthroughs will occur weekly to review implementation of strategies and differentiated instruction. Review of standards mastered by students will occur at least once bi-weekly by the classroom teacher and instructional specialists assigned to that subject area. Data will be used to adjust interventions and/or differentiate strategies or instruction based on student needs. Review of data for fragile children will be part of regular weekly leadership team meetings to determine changes in instruction or strategy that may be necessary or reinforcement of standards. Common planning teams will meet weekly to review student data and determine if the subject area as a whole needs to change strategies or if individual teachers who are struggling with content knowledge or implementation of standards-based instruction need assistance or more training. The turnaround principal will call faculty meetings weekly to review progress of the school as a whole and to identify any needs from faculty or students that need support. The Superintendent is working closely with the Bargaining Unit to negotiate for flexibility of teacher hours to include more common planning time after the regular school day without incurring additional salary costs – as part of the salary differential on the pay scale for teachers recruited and retained at the school. The content-area instructional specialists will continue to provide specific intense services to the TOP school by offering job-embedded professional learning for instructional programs and use of quality assessments, co-teaching and modeling experiences, collaborative planning, and the implementing the coaching cycle. The instructional specialists and Director of Professional Learning will monitor the subject-area teachers to ensure that professional learning and training are transferred to the classroom. The goal of the turnaround team is to support the implementation of all the turnaround strategies, with a targeted focus on standards-based instruction, assessments designed to measure standards, and evidence-based practices. The Area Director of Elementary Instruction is responsible for facilitating collaboration among the various departments within the central office and the school; monitoring progress; and for aligning expertise and resources so that instructional leaders and teachers at the school are adequately supported in the following areas:

- Data disaggregation and data-based decision making
- Progress monitoring systems
- Differentiated/Tiered professional growth and learning



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### **School Capacity**

#### ***Administrators***

***Does the district offer incentives to attract and retain principals willing to lead a turnaround school?***

#### ***Recruitment and retention incentives?***

Gadsden School District will offer incentives to attract and retain a highly effective principal. Salary schedules are adjusted so incoming principals are placed at the top of the scale for the school. Recruitment bonuses will be made available to recruit and retain a highly effective principal at George W. Munroe Elementary.

#### ***How does the district build the capacity of turnaround leaders?***

To build the capacity of the turnaround leaders, the district offers opportunities to become part of the Commissioner Leadership Academy (Dr. Brian Dassler Academy) and opportunities to attend National and State Conferences featuring expert sessions about High Poverty, At Risk, Minority, and other related issues that align with and are comparable to the challenges in the turnaround school they lead. Every year, the performance of each school administrator is evaluated in three domains: 1. Student Growth Measures 2. Leadership Practice 3. Deliberate Practice, to ensure continuous improvement. A school leader who receives a rating of “Needs Improvement” or “Unsatisfactory” is issued an Individual Performance Intervention Plan (IPIP) to appropriately support the leader in specified areas of need. Through Leadership Development programs, school site administrators are provided opportunities to participate in college level and professional level courses/training to strengthen their professional skills; and opportunities to meet with district leadership and instructional specialists to gain a deeper understanding of the standards and learn instructional best practices on how to provide appropriate feedback and support to teachers based on the identified needs. In addition, administrators are provided opportunities to participate in district and educational organization sponsored learning institutes and leadership conferences. The principal is provided mentorship through Rensselaerville and through ongoing professional learning. In addition to the external instructional specialist assigned to the school by Rensselaerville, the principal has been appointed a mentor to mentor him along the way to improved academic achievement. The mentor is currently a practicing school administrator with a proven record of effectiveness to raising student achievement in schools with identical student demographics District Leadership Teams (consisting of district leaders, instructional leaders, and school administrators) are held monthly and provide an opportunity for the school principal to share best practices, analyze data, reflect, do book studies, and collaborate with their colleagues. The purpose of this group is to build the principal’s capacity as an instructional leader. Classroom observations support the principal in analyzing classroom instruction and defining structures of support. The principal has been afforded operational flexibility with regard to the selection of members of the leadership team, site-based lead teachers, instructional specialists, community involvement members, and behavior specialists. The principal has the flexibility to hold interviews for vacant positions within his school and hire candidates that best meet the needs of the school and who are a good fit for the school culture.

#### ***What operational flexibility will be afforded to the principal, such as degree of input in selecting their leadership team and instructional staff?***

The principal is able to choose the school leadership team and recommend additional leadership staff for key positions. The principal is given the flexibility to hire staff and develop a team of teachers who are committed to positively impacting school improvement. No teacher will be placed at the school that has not met with the approval of the turnaround principal and other committed staff members who form the school leadership team. The principal will determine if a staff member is not supportive of his reform plan to implement turnaround strategies. Staff members who are not supportive of the reform plan will be removed from the school at the principal’s request. A primary focus of the turnaround principal is on building relationships and changing the school culture to build both teacher and student expectations.

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### ***What actions will the district take, if the school grade does not improve under the principal's tenure?***

The district will allow the principal a maximum of three years to improve the school culture and student academic proficiency. After that point, the school leader will be replaced and the leadership team will be evaluated to determine if they are a good fit for the incoming turnaround leader.

### ***Is the current principal the instructional leader necessary to bring the school grade up to a "C" or higher?***

Yes, the turnaround principal is new to the school; is experienced and qualified to run a turnaround school; and is able to impact turnaround at the school.

***Name of the principal:*** Dr. Ronald Peterson

### ***Start date at the school and with the district:***

July 1, 2017 school start date; the principal has a tenure of over twenty years in education with 14 years as an educational leader in positions varying from elementary teacher; assistant principal of curriculum; alternative program administrator; assistant principal at a middle school; and other leadership roles.

***Selection process:*** senior leadership interview team that included sitting principal leaders and past School Board members; the interview team was facilitated by Florida Association of District School Superintendents (FADSS) retired Superintendent Bill Vogel.

***Extensive advertising:*** The position was advertised in local and regional venues, including PAEC, Career Source, FSU Career Center (JLD Program – job location and development), teachers-teachers.com; FAMU Career Center, and district website.

***Leadership experience of turnaround principal:*** Dr. Ronald Peterson has been an educational administrator for over 14 years in Duval and Gadsden County. With several years experience as an elementary teacher and his many years as an administrator, Dr. Peterson has helped effect change by not only his role on the leadership team but also by going into the classrooms and modeling strategies for teachers and serving as the coordinator of the afterschool and Saturday programs.

### ***Evidence the leader has a proven track record of success in turnaround schools, or the unique qualifications to support the community***

In 2006, while serving as Assistant Principal of Curriculum, he and the leadership team were able to move Havana Elementary from a "D" to a "C". In 2007-2008, while serving as principal of James A. Shanks Middle, he moved the school from a "D" to a "C" over a two-year period after implementing the F-TAP program. In 2010-2013, Dr. Peterson, as the Assistant Principal, was instrumental in moving the school from a "D" to a "C" and then from a "C" to a "B". In 2013-14, Dr. Peterson, served in split roles as assistant principal of an elementary school and at the high school. During that year, he assisted the leadership teams in maintaining a "C" grade at both schools. He extended his role at the high school the following year and the school maintained their "C" grade. From 2015-17, Dr. Peterson was Assistant Principal at James A. Shanks and helped move the school from a "D" to a "C".

### ***Whether other members of the leadership team were or will be replaced:***

The principal of the school was replaced by Dr. Peterson. George Munroe Elementary has one Assistant Principal for 2017-18. The Assistant Principal has been replaced for 2017-18. Mrs. Carla Wells has previously served at the high school as a reading coach for several years during the time when the school received funding for school improvement and earned a "C" grade; as a reading coach for the alternative school; and for the last two years has been the assistant principal of curriculum at Gretna Elementary which has just moved from a "D" to a "C".

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***Educators***

***Recruitment and retention incentives***

The Superintendent has pledged that if a candidate, especially in reading, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. In order to recruit the highest qualified candidates to serve as instructional specialists, eligible teachers were screened and a select group of applicants were interviewed. Specialists receive a salary that exceeds the salary scale for a certified teacher. Through this process, the district has been able to attract high-performing classroom teachers to serve as instructional specialists in the turnaround school. Title I funding is utilized to acquire content-specific school site specialists and provide them with additional stipends upon successful completion of academic outcomes at the schools they serve. When allowable, federal grant funds will be utilized to provide financial incentives to recruit and retain instructional staff to GWM.

Recruitment and retention efforts include assisting new teachers with the paperwork and assurances necessary to have educational loans forgiven, reimbursement of test costs for successful completion of subject area exams and coursework for endorsements (i.e., reading, ESE, ESOL); college-level courses through BEACON and PAEC at no individual charge to add professional credentials to their portfolio; reimbursement for the cost of attaching endorsements to professional certificates; stipends for attending professional development and other trainings and workshops to expand teacher skills and content knowledge; district level teacher induction programs [Alternative Certification Program, College of Education, Professional Educator Competency, PAEC New Teacher Academy (formerly proPEL)]; workshops in critical foundational topics; networking opportunities; webinars and web conferences; PAEC Teacher Recruitment & Retention Workgroups; and opportunities to attend trainings and conferences (all expenses paid) for special groups of educators (i.e., Music, PE, AP, IB, etc.).

***Professional development and coaching support provided by the district***

The district has established a Director of Professional Learning who will work directly with GWM to ensure differentiated professional development directly aligned with improving student performance in reading, mathematics and science. Student performance data, educator surveys and administrator recommendations will be used to determine the professional development provided. In addition, the Instructional Specialists assigned to the school will provide coaching to teachers as determined from walkthroughs conducted by the school's leadership team.

***Memorandums of Understanding (MOUs) regarding incentive pay and/or reassignment of teachers based on data***

The Superintendent and district union negotiator have developed a preliminary MOU to the Bargaining Unit Contract and it should be ratified very soon. Meanwhile, the Superintendent has pledged that if a candidate, especially in math, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. Criteria for teachers and instructional specialists to be retained will be that at least 65% of their students have achieved learning gains on an average over a three-year period if they have a VAM score. Criteria for new teachers and instructional specialists without a VAM score would include learning gains calculated according to the number of years they have taught reading and/or math and will be based on increased student achievement. Teacher and principal evaluations have been developed and approved by FDOE and the bargaining unit. Evaluations were used to determine placement and/or retention at the turnaround school. Evaluations include analysis of school, subject, and classroom data from district and state assessments. The bargaining agreement has maintained a high percentage (50%) of teacher evaluation scores to be driven by the teacher's VAM scores.

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### ***What is the process for filling vacancies at turnaround schools, specifically in the core content areas?***

Advertisements are posted on many local and regional venues to attract highly qualified candidates; paralleling this strategy, voluntary and involuntary transfers of highly qualified and highly effective staff from other district schools who could help the turnaround school have been implemented. If a vacancy occurs in a core content area, highly qualified staff, site leadership, and/or instructional specialists, who hold appropriate certification, cover courses until a teacher is identified.

### ***Are these schools given priority in hiring?***

Yes. District policies support priority hiring in turnaround schools. MOUs support priority hiring for turnaround schools. The Superintendent has pledged that if a candidate, especially in reading, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. Highly effective candidates are prioritized to the turnaround school, if they are highly certificated.

### ***Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? How does the district ensure students at these schools are instructed by a certified teacher when unexpected vacancies arise?***

Staffing meetings are held with each principal beginning in March of the year before an upcoming school year to identify staffing needs based on student enrollments so that they can be fully staffed with highly qualified staff by the first day of school. After analyzing preliminary assessment data, district leadership assesses the qualifications of the sitting principals to maintain a high level of academic achievement. Once a turnaround school is identified, the principal leader is identified and is allowed to immediately identify and/or advertise for staff to follow him/her to the turnaround school. This may be done earlier than the typical March start of staff planning or it may happen later in the semester, as the critical need is identified based on progress monitoring and assessment scores.

### ***Is there a union agreement to this effect?***

The hiring process for critical need staff is a collaborative arrangement previously agreed upon with the union prior to MOU requirements. These processes are already in place between the bargaining unit and the Superintendent. Criteria for changes to school board policies and MOUs with the union have been presented to the School Board. Meanwhile, the Superintendent has pledged that if a candidate, especially in reading, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers.

### ***Does the district offer incentives to reduce turnover at turnaround schools? Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? Is there a union agreement to this effect?***

School leader end-of-year bonuses for improving school grade are provided. Whole school bonuses (in addition to any school recognition dollars) for overall improvement of school grade – divided equally by all staff at the school, including food service, transportation, and custodial. There have been several Memoranda of Understanding developed with the bargaining unit in the past as the district has provided intense services to lower performing schools and they all included funding incentives. Under the new Superintendent, this practice has been resurrected to include agreement with the bargaining unit over the level of bonuses offered that can be supported by sustainable funding. The Superintendent uses his discretion to determine recruitment bonuses for highly qualified candidates if they are able to effect change in the turnaround school.

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### VAM

The VAM scores were just released for 2016-2017 and include experienced teachers from 2014-2017. Many of the teachers at George Munroe were not included in the VAM scores because they are teachers of non-VAM rated subjects. In the cases of the grade K-3 teachers, the latest teacher evaluation was used to identify their level of proficiency based on at least 50% of student learning gains. The Superintendent has pledged that if a candidate, especially in reading, can demonstrate highly effective VAM scores then the starting salary schedule can be exceeded to a maximum of ten steps above starting level as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers. Unsatisfactory VAM teachers will receive intense intervention and monitoring by the school leadership team after development of an individual professional development plan that targets weaknesses identified in classroom walkthroughs.

For the 2017-18 school year, district and school administrators have ensure that all teachers providing instruction at grade three have a VAM score that is at least “Effective”.

### VAM Summary 2016-2017 Data

School Site	Number of teachers rated with VAM –	Highly Effective VAM	Effective VAM	Needs Improvement VAM	Unsatisfactory VAM	Total number of teachers at the school	Grade Level of School
Geo. Munroe Elementary Sch. (grade change in 2017-18 to pK3)	23	0 0%	11 48%	6 26%	6 26%	41	<i>Elem. Sch. Grade pK-5</i>

### VAM Summary for the two combined schools 2016-2017 Data

*List of teachers for George W. Munroe Elementary School for 2017-2018 with VAM scores:*

GRADE	Teacher	VAM most recent 2015-16 plus notes on principal evaluation of teacher	New teacher to school in 2017-18
PK	LaTisha Figgers	n/a – effective evaluation	No
PK	Jeanie Graf	n/a – effective evaluation	No
PK	Kendra Jessie	n/a – effective evaluation	No
PK	Tarrie Thomas	n/a – effective evaluation	Yes
PKESE	Judith Slinker	n/a – effective evaluation	No
PKESE	Britannica Wilson	n/a – effective evaluation	No
K	Tammy Starks	Unsatisfactory –Unsatisfactory evaluation	No
K	Natasha Hendley	n/a – effective evaluation	Yes
K	Torrey Davis	n/a – effective evaluation	No
K	Bridgette Butler	n/a – effective evaluation	No
1	Grace Gardiner	Effective	No
1	Vanessa Glover	n/a – effective evaluation	Yes
1	Mark Snell	n/a – effective evaluation	No
1	Vann Stephens	n/a – effective evaluation	No
1	Ashleigh Harmon	n/a – effective evaluation	No
2	Trenise Price	n/a – effective evaluation	Yes
2	Sheena Thomas	Unsatisfactory – effective evaluation	No

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2	Andrea Kindell	n/a – effective evaluation	Yes
2	Cyrill Mills	n/a – effective evaluation	No
2	Keyunna Reynolds	Effective	No
2	Andrea Ryals	n/a – effective evaluation	No
3	Linda Battles	Effective	Yes
3	Lynn Culbertson	n/a – effective evaluation	Yes
3	Keyshonara Formman	n/a – effective evaluation	Yes
3	Bridgette Franklin	Highly Effective	Yes
3	Sarah Graham	Effective - Effective	No
3	Miesha Belford	Effective – Effective	Yes
ESE-VE	Teresita Calhoun	Effective	No
ESE Resource	Agnes Peacock	n/a – effective evaluation	Yes
ESE Resource	Cassandra Hunter	Effective	Yes
PE	Lynda Davis	n/a – effective evaluation	No
PE	Simon Merriex	n/a – effective evaluation	Yes
	<i>31 total teachers</i>		
Subject	Teacher voluntary transfer out of school	VAM plus notes on principal evaluation of teacher	To another GCPS school
K	Kashonda Simmons	n/a – needs improvement evaluation	No
K	Annie Gooding	n/a – needs improvement evaluation	No
1	Tia Nia	n/a – needs improvement evaluation	No
1	Jerome Falconer	n/a – needs improvement evaluation	No
1	Megan Nelson	n/a – needs improvement evaluation	No
1	Marvin Thomas	Unsatisfactory – effective evaluation	JASMS
2	Sherise Habersham	n/a – needs improvement evaluation	No
2	Cynthia Hagins	n/a – needs improvement evaluation	No
2	Matthew Pridgen	Unsatisfactory	No
3	Milca Joseph	n/a – needs improvement evaluation	No
3	Nicole Simmons-Copeland	n/a – needs improvement evaluation	No
3	Breon Parker	n/a – needs improvement evaluation	No
3	Ruth Augustine	n/a – needs improvement evaluation	No
3	Lynda Davis	n/a – needs improvement evaluation	No
4	Derek Lincoln	Unsatisfactory – effective evaluation	WGHS
5	Jennifer Williams	Needs Improvement	No

## B. Areas of Focus

**Item 4:** Area(s) of Focus selected by the district based upon the school’s needs assessment.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> 1. Assessments            | <input checked="" type="checkbox"/> 4. School Leadership |
| <input checked="" type="checkbox"/> 2. Instructional Programs | <input type="checkbox"/> 5. Increased Learning Time      |
| <input type="checkbox"/> 3. Differentiated Instruction        |  |

**Item 5:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

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### **The following goals and strategies have been established to eliminate internal systemic barriers and address the needs of GWM.**

1. Provide the school with highly qualified and highly effective school leaders and instruction staff.  
The district has identified and hired a highly effective school principal and has reassigned a highly effective assistant principal to provide instructional leadership at the school. In addition, teachers whose VAM scores are less than effective have been removed from the grade three. Any teacher who remains on campus with less than an “effective” VAM score, will be provided support through the Director of Professional Learning and by the Instructional Specialists in order to ensure that they are able to provide effective instruction to the classes to which they are assigned. Recruitment and retention incentives will be offered and salary scales adjusted based on accountability and performance.
2. Identify appropriate standards-based instructional programs to meet student needs and implement with fidelity.  
Review existing inventory of programs and make recommendations to consolidate interventions – working toward a core plus one formula for each teacher/subject area. Timely and meaningful professional learning in implementing standards-based programs will be provided to all teachers to ensure fidelity of implementation.. Establish district non-negotiables for use of interventions and other instructional materials or programs; limit purchases of interventions to core-plus one. The Area Director of Elementary, school administrators and Instructional Specialists will monitor implementation of programs and instructional delivery in order to support implementation. Provide instructional specialists in core areas by start of school year to assist with developing assessments, and implementing support interventions for subject areas. Conduct frequent progress monitoring with focus on implementation of district non-negotiables. Targeted professional development in data analysis, standards-based instruction, rigor, and MTSS
3. Improve the culture at the school to effect positive increases in student behavior and academic performance  
Provide more professional development and modeling to classroom teachers to help them better manage student behavior in the classroom without disrupting other student learning. Provide remediation, enrichment, and character education. Provide more opportunities for in-school suspensions to be a productive academic experience if a student must be removed from a classroom. Provide closer monitoring of inputted teacher attendance data; closer follow up on student tardies and missing classes during the day; conduct home visits for frequent student absences. Establish more effective two-way communication between parents and teachers; between leadership and community; between community and school. Empower parents with information, resources and services available through the school, the district, and community based agencies to support their child’s education

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