



District-Managed Turnaround Plan—Step 2 (TOP-2)

Bay County
Cedar Grove Elementary

Due-October 1

District-Managed Turnaround Plan—Step 2 (TOP-2)

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 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 no later than October 1. The subject line of the email must include district name, school name and TOP-2.

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
Cedar Grove Elementary 0091

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

Bay District Schools uses a variety of methods to monitor the progress and determine each school's individual strengths and areas of need.

1. Transformational Leadership-

In order to assess the efficacy of school leadership the district relies on a variety of tools and factors. Student Achievement data is a driving factor in measuring leadership success. This data includes FSA achievement levels and growth measures, iReady Diagnostic proficiency and growth, performance on districtwide Benchmark assessments, and close monitoring of students' grades with a focus on D and F Reports. In addition to monitoring student data, leader efficacy is monitored through Stakeholder Surveys. These surveys include feedback from students, faculty, and parents/guardians. The school leadership in Bay County

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is also required to develop a Deliberate Practice plan. This plan requires administrators to identify the greatest area of need and develop a plan of action. These tools are used in the evaluation process conducted by the Superintendent.

2. Standards-based Instruction and Learning-

The district closely monitors the data available from the Florida State Assessments including performance of our ESSA subgroups. Another tool that the district uses is iReady. This is a vetted, standards aligned, digital tool for monitoring student progress in both reading and math. In addition, each school uses district common assessment data to monitor students' mastery of grade level Benchmarks. Review of the school's 3-year data trend includes:

Historical Trends with FSA Data:

FSA Grade 3- Level 3 and above						FSA Grade 4 ELA- Level 3 and Above					
School	2018 FSA	2019 FSA	2021 FSA	2022 FSA	**Diff between 21-22	School	2018 FSA	2019 FSA	2021 FSA	2022 FSA	**Diff between 21-22
District	57%	61%	52%	51%	-1%	District	51%	58%	52%	52%	0%
State	57%	58%	54%	53%	-1%	State	56%	58%	52%	57%	5%
Cedar Grove	28%	27%	19%	25%	6%	Cedar Grove	15%	28%	15%	19%	4%

FSA Grade 3 Math- Level 3 and Above						FSA Grade 4 Math-Level 3 and Above					
School	2018 FSA	2019 FSA	2021 FSA	2022 FSA	**Diff between 21-22	School	2018 FSA	2019 FSA	2021 FSA	2022 FSA	**Diff between 21-22
District	63%	62%	50%	55%	5%	District	59%	59%	53%	54%	1%
State	62%	62%	51%	58%	7%	State	62%	64%	53%	61%	8%
Cedar Grove	25%	25%	20%	17%	-3%	Cedar Grove	31%	24%	14%	22%	8%

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FSA Grade 5 ELA- Level 3 and Above						FSA Grade 5 Math- Level 3 and Above					
School	2018 FSA	2019 FSA	2021 FSA	2022 FSA	**Diff between 21-22	School	2018 FSA	2019 FSA	2021 FSA	2022 FSA	**Diff between 21-22
District	50%	56%	52%	55%	3%	District	57%	54%	53%	49%	-4%
State	55%	56%	54%	55%	1%	State	61%	60%	51%	52%	1%
Cedar Grove	32%	32%	20%	16%	-4%	Cedar Grove	26%	20%	20%	16%	-4%

FCAT Grade 5 Science / SSA- Level 3 and Above					
School	2018 SSA	2019 SSA	2021 SSA	2022 SSA	**Diff between 21-22
District	54%	54%	49%	48%	-1%
State	55%	53%	47%	48%	1%
Cedar Grove	34%	23%	11%	12%	1%

In addition to monitoring FSA Data, the district has also implemented a system to more closely monitor student progress. Students in Bay County take the iReady Diagnostic 3 times per school year. Bay County adopted the use of iReady based on the success many other districts across the state have seen using the program. The iReady platform is aligned to the FL BEST Standards unlike many other progress monitoring platforms. The district was previously using NWEA MAP to progress monitor students prior to the 21-22 school year. However, through correlational studies of students' results and performance on the FSA it was determined that MAP did not meet the rigor of the statewide assessments. Therefore, the district adopted the iReady platform in order to more accurately measure student progress toward mastery of the standards. The iReady Diagnostic Data from Fall '21 to Spring '22 along with the Fall data from the start of the 22-23 school year is below:

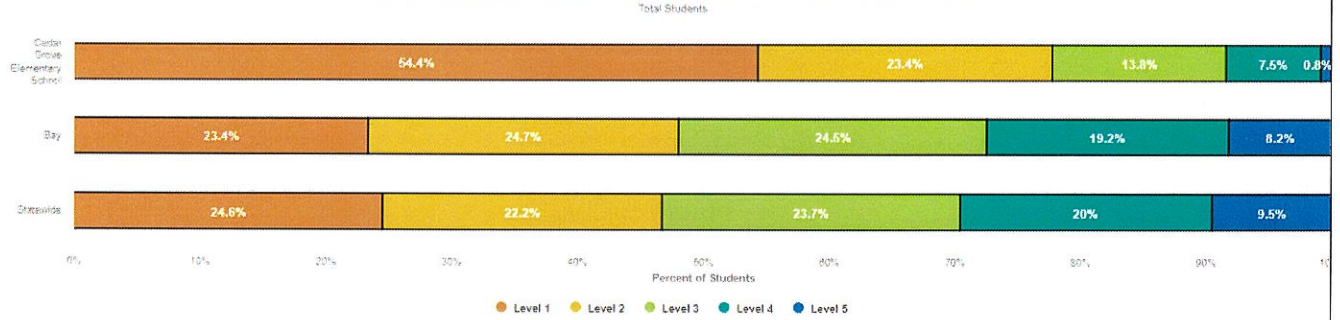
Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.

iReady	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
K- Fall 22	1%	17%	82%		
K-Spring 22	43%	39%	18%		
1st- Fall 22	5%	10%	67%	17%	
1st- Spring 22	23%	13%	28%	6%	
2nd- Fall 22	1%	6%	38%	56%	
2nd- Spring 22	18%	16%	36%	30%	
3rd- Fall 22	4%	13%	24%	40%	19%
3rd- Spring 22	21%	21%	29%	21%	9%
4th- Fall 22	3%	9%	47%	16%	21%
4th- Spring 22	10%	17%	39%	9%	27%
5th- Fall 22	3%	7%	25%	26%	40%
5th- Spring 22	4%	14%	36%	28%	18%

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The District also uses the data available through edudata.fldoe.org to track student proficiency at Cedar Grove in comparison to Bay County and the State of Florida:

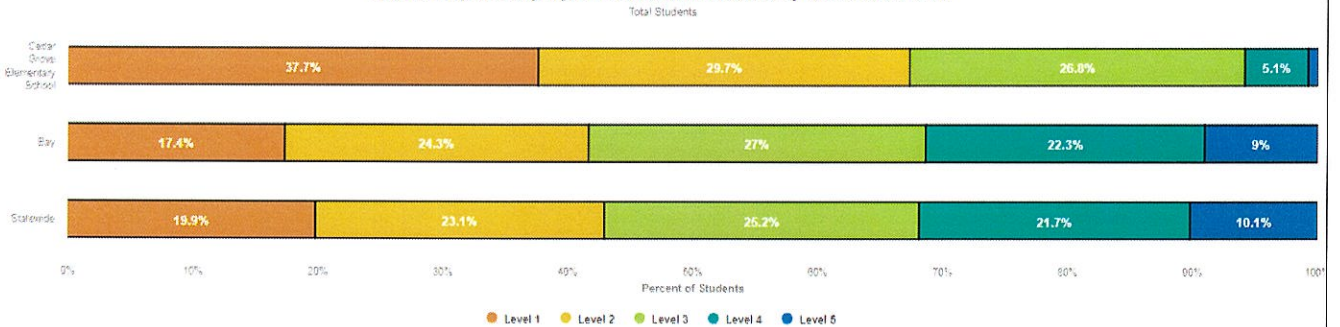
2021-22 English Language Arts Assessment Results by Achievement Level



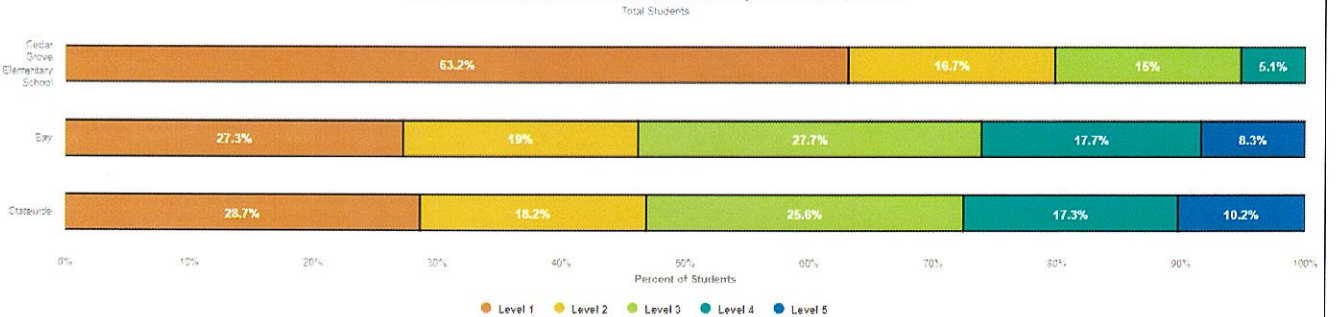
2020-21 English Language Arts Assessment Results by Achievement Level



2018-19 English Language Arts Assessment Results by Achievement Level

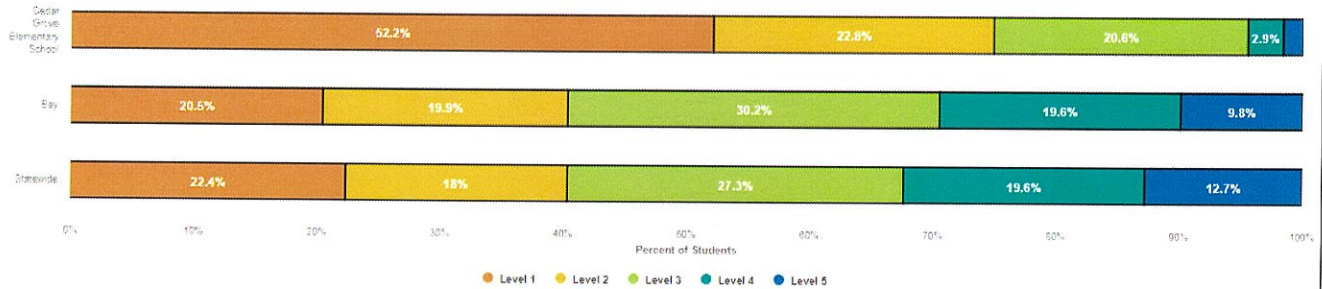


2021-22 Mathematics Assessment Results by Achievement Level

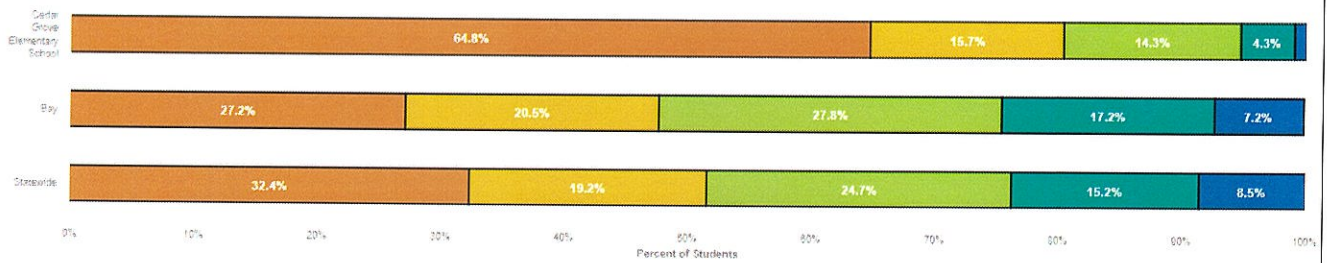


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2018-19 Mathematics Assessment Results by Achievement Level
Total Students



2020-21 Mathematics Assessment Results by Achievement Level
Total Students



3. Positive School Culture and Environment-

In order to determine the needs of the families and communities Cedar Gove hosts quarterly School Advisory Council meetings. These Council Meetings are an opportunity for families, local business owners, and other stakeholders to review the progress monitoring data, learn about supports and services available, and have in-put as the Council works to address the Areas of Focus outlined in the School Improvement Plan. In addition, quantitative and qualitative data is collected through the use of digital stakeholder surveys.

2022 BDS Parent/Guardian Survey

run on 05/13/2022

Parent Survey for Schools

1 survey(s) 9 response(s)

AdvancedED Certified Content

Report Summary

Overall Score: 4.23

Network Average: 4.06

4.23

By Survey Section

Section Score | Network Average

Purpose and Direction: 4.19

Network Average: 4.18

4.19

Governance and Leadership: 4.22

Network Average: 4.09

4.22

Teaching and Assessing for Learning: 4.31

Network Average: 4.06

4.31

Resources and Support Systems: 4.16

Network Average: 4.14

4.16

Using Results for Continuous Improvement: 4.15

Network Average: 4.1

4.15

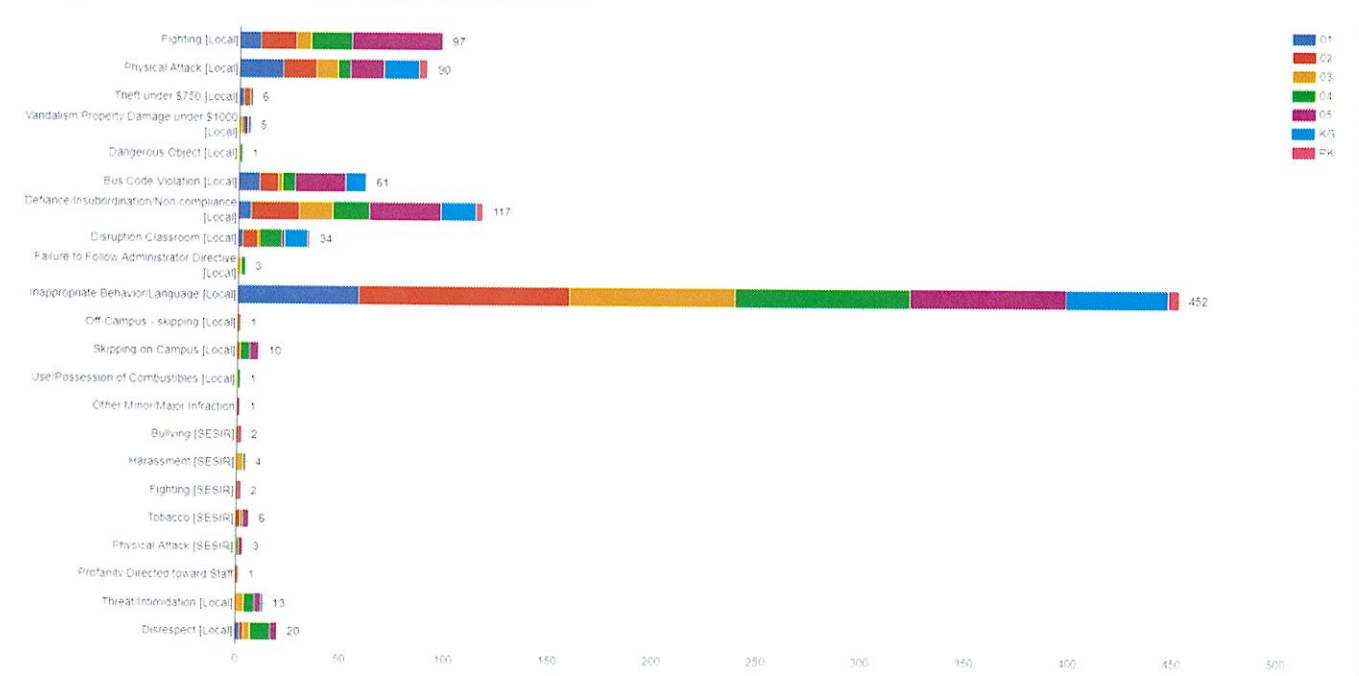
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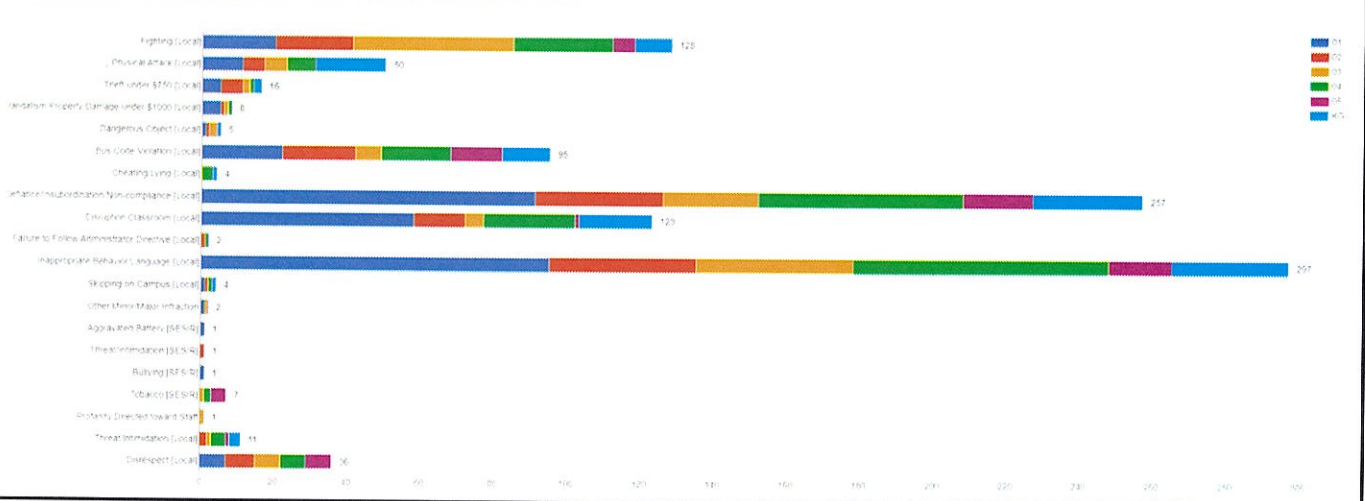
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In order to measure the efficacy of the schoolwide campus culture initiatives both school and district leaders monitor student behavior data. The major area of focus that is closely monitored by all stakeholders is the amount of learning loss resulting from serious discipline infractions. This data drives the level of training support Cedar Grove receives to address targeted behavior areas. The referral and suspension rate is used as a barometer for measuring school culture and environment.

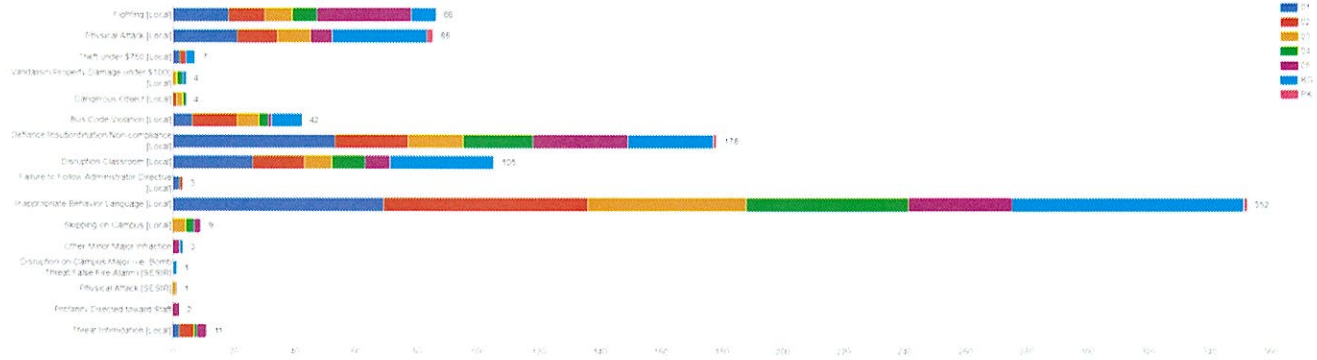
Discipline Data from 2021-2022 School Year



Discipline Data from 2020-2021 School Year



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Identify strategies that have not resulted in improvement. What will be done differently?

Bay District Schools has established districtwide expectations that all instructional staff will participate in Professional Learning Communities. All instructional staff participated in Professional Development prior to the start of the school year as part of the in-service. In addition to the school administrator attending each grade-level PLCs, the academic coaches and district Instructional Specialist will attend as needs are defined. The efficacy of the PLCs will be monitored through administrative observation and feedback, data analysis and self-reflection rating scales completed three times per year.

The expectations include:

I. Professional Learning Communities (PLCs)

- ❖ Each school will have active and functioning PLCs that include participation, attendance, and support from the assigned administrator.
- ❖ Each school has a vision for PLCs that includes:
 - The purpose of PLCs,
 - Meeting a minimum of once per week, (ABCE contract 11.11)
 - Acceptable activities, and
 - Norms for participation and communication.
 - Each school will have a system for communicating the purpose for learning with students. (Example PLC Goals: Data Review to close the achievement gap, meet once a week and abide by the norms, learning new instructional practices and strategies)
- ❖ Each PLC will
 - Establish and maintain norms for a professional community environment focused on student learning and teacher professional growth.
 - Include opportunities for teachers to learn and grow their practice by preparing for instruction, looking at student work, and collaborating with colleagues to learn about and implement new practices in the classroom.
 - Follow guidelines established in APP to measure student progress towards mastery of standards.
 - Each teacher will have a system for communicating the current purpose for learning visible for students in the classroom. (For example, visual display of state standards, student-centered learning outcomes (I can/I will statements), daily agenda/tasks)

Identify strategies that have not resulted in improvement. What will be done differently?

The focus for the 22-23 school year is to ensure that all students receive targeted instruction to meet their individual needs. It was observed that teachers were having a difficult time structuring their classrooms in a manner that would be conducive to providing small group interventions while also maintaining the 90-minute mandated grade-level Benchmark focused instruction. Therefore, Cedar Grove has structured the schedule to ensure that all students receive targeted interventions with a total 150 minutes dedicated to ELA instruction. In addition to the mandated 90 uninterrupted ELA instruction, all classrooms will have an

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additional 60 minutes dedicated to ELA interventions. Additionally, in order to ensure that students are receiving instruction using guaranteed and viable curriculum, instructional staff has been trained to use our state approved HMH supplemental curriculum in order to address students' learning deficits and needs.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

1. Accountable and Shared Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment.

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.

Accountable and Shared Leadership-

The district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team includes those in charge of curriculum, general and special education, student services, human resources, professional development and other areas relevant to school improvement. The district leadership team develops and implements the district-managed turnaround plan. The district has dedicated both a School Improvement Specialist and a Program Specialist to lead the turnaround effort at the district level.

Standards-based Instruction and Learning (for student and adult learners)

The district has ensured that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district has implemented instructional programs that are proven to be effective with high-poverty, at-risk students using ESSA's evidence-based levels. The district will demonstrate Florida's Standards alignment across grade levels to improve background knowledge in social studies, science and the arts.

Positive Culture and Environment.

The district ensures that all students are educated in a positive culture and environment. This is achieved through daily character education, schoolwide expectations that are consistently enforced, and implementation of PBIS- Positive Behavioral Interventions and Supports. Additionally, Cedar Grove has Behavior Interventionist to support PBIS initiatives. Each school in Bay County has been assigned site-based Triad team of licensed and/or certified mental health wellness team members.

Part B.

Each assurance outlined in the TOP-1 form for district-managed turnaround is addressed in the TOP-2.

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Explain the correlation between the Schoolwide Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

Correlation between SIP and TOP-2:

FSA ELA Scores and the identification as a RAISE school. In order for students needs are addressed Bay County has adopted state approved ELA Curriculum , HMH, which is correlated with the new FL BEST Standards. This curriculum is designed to provide quality instruction on the new BEST standards through a gradual release model starting with whole group lessons then allowing students to interact with the text and practice the skills in small group and individualized activities. In addition, the curriculum includes Table Top lessons designed to differentiate instruction in small groups and enables grade level texts to be accessible to all learners. The curriculum also includes Table Top lessons for ELL students allowing them to access and interact with grade level texts and skills. Students' progress will be monitored through iReady. Students will participate in diagnostic assessments in Fall, Winter and Spring. This diagnostic data will be used to identify students that need additional support and interventions.

Finally, a plan is outlined in order to build a positive school culture and environment. At Cedar Grove Elementary we believe positive school culture and supportive relationships are the foundational elements of a fulfilling learning environment. By implementing evidence-based practices within a PBIS framework, schools support their students' academic, social, emotional, and behavioral success, engage with families to create locally-meaningful and culturally-relevant outcomes, and use data to make informed decisions that improve the way things work for everyone. Implementation of a Positive Behavior Intervention and Supports (PBIS) system has been proven to improve student outcomes, reduce exclusionary discipline, build a positive school climate, and Improve teacher outcomes.

Describe how the district and school leadership team are working together to implement the plans to improve the school.

Needs for support are determined using district-level data, such as walkthrough data and progress monitoring data and through regular communication with the Principal and Assistant Principal, regular attendance, and facilitation of grade-level PLC's and/or building visits. When Cedar Grove is identified as in need of support, the appropriate director of instruction and Instructional Specialist collaborate to plan and schedule support with the teacher, team, or administrator at the school level. Cedar Grove has extensive support on campus including an Academic Coaches, one Behavior Interventionist, and are seeking to hire an additional Academic Interventionists. These interventionists work closely with the District's Instructional Specialist to ensure that Cedar Grove is receiving the necessary supports in order to meet the student and staff needs.

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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, 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 the evidence that shows instructional programs to be effective with high-poverty, at-risk students, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's Standards 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 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida's Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.

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7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

Describe the district leadership team and its role in implementing the DMT plan:

The district leadership team includes the following members; Deputy Superintendent, Director of Elementary Curriculum and Instruction, Instructional Specialists for each content area, Instructional Specialist for MTSS, Instructional Specialist for School Improvement, and Program Specialist overseeing implementation of programs and initiatives funded by UniSIG.

This team meets each Monday to discuss supports provided, areas of need identified, analyze available data, ensure supports align with needs, and develop action plans to address the specific needs.

Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes:

Each teacher that agrees to teach at a Turnaround School in Bay County must sign an MOU that outlines agreements made in regards to staffing, scheduling, and budgeting. This agreement includes:

The District and/or External Partner/Operator has the freedom to structure the length of the school day for students and teachers in order to implement new strategies and curriculum to address student learning.

This may include extending the instructional load up to 360 minutes per day.

- Upon initial appointment of a new principal, he/she shall have discretion to renew contracts or initiate transfers for any and all instructional positions. Those instructional staff members who are continuing contract teachers or who may have been renewed by the previous principal prior to school grades being released will be employed within the district.
- The District and/or External Partner/Operator may recruit and hire qualified teachers who meet certification requirements. Vacancies that occur shall be advertised in accordance with the contract, but may be filled after forty- eight hours (2 work days), if an available, certified and qualified applicant is available.
- The principal has the authority to select qualified instructional applicants or to refuse the placement or transfer of instructional personnel. The school average of teachers with a state VAM must at least mirror the district’s state VAM average or may exceed HE/E percentages. For those without a state VAM, principals shall hire teachers who received an overall evaluation rating of HE or E in the most recent year available, if such data exists.
- Once a teacher signs a contract at a school rated D or F, he/she shall adhere to the assignment for the duration of that contract year. He/she may not apply, interview, or accept an instructional position within the Bay District Schools for that contracted school year without the principal’s permission. After a year of service, a teacher wishing to transfer at the end of the year may apply for any position.
- If at any time, the principal decides the teacher is not to be retained, the teacher, unless they are in probationary status, will be transferred to another position within the district. The Executive Director of HR will work with the teacher to determine the most appropriate placement and every effort will be made to place the teacher in a position for which he or she is certified.

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- In the case of an External Operator (E.O.), instructional staff evaluated by the E.O. will use the Bay District Schools evaluation system, unless otherwise directed by D.O.E.
 - Teachers shall adhere to the District and/or External Partner/Operator’s curricular/instructional expectations including but not limited to:
 - o following district curriculum and district pacing guides, district lesson planning protocols (unless otherwise directed by an External Partner/Operator);
 - o devoting reasonable time to additional professional development and preparatory time required to achieve and maintain high-quality education. This shall not exceed 32 hours per nine weeks and shall be approved by the district office. Teachers will also be afforded regular preparatory time during their workday as defined by the ABCE contract. Such preparatory time may include common planning periods. Teachers shall be paid in accordance with the contract for weekend and/or summer PD.
 - o participating in academic coaching and improvement cycles including the use of electronic recording devices for the sole purposes of professional development. Teachers shall be given 24 hours’ notice prior to the use of the electronic device and each individual teacher shall not be recorded more than three times per nine-week grading period unless the teacher requests additional recordings.
- Educational Emergency Contract- District Managed Turnaround Years 1 and 2
- o participating in announced and unannounced walkthroughs using data collection forms which may be used in teacher evaluations (appropriate and timely written feedback will be provided to teachers);
 - o completing home visitations by teachers may be required but shall not be completed in isolation. An SRD, social worker, parent liaison, guidance counselor or administrator, must be in attendance with the teacher. Teachers shall receive training on home visitations before being required to perform such visitations. Instructional staff participating in home visits shall be offered compensatory time.

Recruitment/Retention Bonuses (for Schools in Comprehensive Support and Improvement Tier 1 SI or District Managed Turnaround Status):

- The total amount of the bonuses will not exceed \$500,000.00 annually. This amount does not include Turnaround Years 3 or more.
- Teachers selected to work at these schools shall receive a bonus of up to \$5,000.00. Beginning in the 2019-2020 school year, teachers at schools rated with a first-year school grade of D, Comprehensive Support and Improvement Tier 1 SI schools, shall receive a one-half share of the bonus paid to teachers at a District Managed Turnaround School. The full amount of the bonus will be paid for teachers who work the full school year and those who work less than the full school year will receive a pro-rated amount. Payment of the bonus shall begin with the second paycheck after the FTE mini count.
- If the school grade increases to “C” or better, and at the recommendation of the Superintendent and the approval of the Board, a one-half share bonus will be given to returning instructional staff and newly recruited instructional staff. Bonus payments will begin within two pay periods of the release and finalization of school grades and pro-rated accordingly for late hires.
- For the purpose of the recruitment/retention bonus, the term “teacher” is defined as all personnel paid on the Instructional Salary Schedule.

Identify how the new or revised instructional programs align to Florida’s Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

2022-2023 is the second year Bay District will implement the state approved adopted ELA curriculum materials, aligned to BEST ELA standards, in kindergarten through twelfth grades. In K-5 HMH Into

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Reading, curriculum materials are based on the scientific research and evidence of reading/literacy instruction. The adopted ELA curriculum materials follow an evidence-based sequence of instruction in the components of reading. The ELA team provides pacing guides and resources to guide schools, teams, and PLCs in scheduling and utilizing 90 uninterrupted minutes of ELA instruction with all students in K-5.

Bay District has conducted on-going PD to all math instructors on the new BEST Math standards and MTRs. All instructors have been trained to use the BIG M which includes Tiers of Instruction which teachers are using as their guide as they plan for and implement standards-based instruction on the new Benchmarks. The curriculum pacing guides have been adjusted to ensure that students receive instruction on each Benchmark throughout the school year. Additionally, district and school based walk-through forms have been adjusted to ensure that educational leaders are observing the MTRs and BIGM as they observe in classrooms.

Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8). *1001.215(8) F.S. to work with the Florida Center for Reading Research to identify scientifically researched and evidenced-based reading instructional and intervention programs that incorporate explicit, systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency and text*

Based on our approved Comprehensive Reading Plan:

Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective

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feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school:

District Common Assessments have been developed based on the FL BEST Standards for reading, math and science. Each subject area has an extensive Curriculum Map and Pacing Guide that has been carefully crafted in order to ensure that all students receive standards-based instruction and that district common assessments align with those standards. In addition, each students’ progress will be monitored 3 times per year through the iReady Diagnostic platform along with the new FL Fast Assessment.

Students’ Reading Progress is monitored through the following Assessments:

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	K-2nd	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Comprehension	3 x A Year
i-Ready	K-8th - (6-8 only Intensive Reading students)	Screener, Progress Monitoring, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3rd-10th	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
DIBELS Next	K-8th based on MTSS need as appropriate	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, Monthly

Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.

Cedar Grove will receive priority scheduling and more support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. Additional allocation, above and beyond personnel, is planned for expenditures on interventions and intensive interventions. Cedar Grove was provided with a site based Literacy Coach and Academic Interventionist. Additionally, UniSIG and TSSSA funding allowed for the addition of support staff that allows for additional small group targeted instruction and interventions in every classroom. These support staff members receive on-going training from district Instructional Specialist and Program Specialists on the implementation of FCRR materials to provide targeted interventions.

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Explain the district's allocation of supports and resources and how they align to the specific needs of the school:

Needs for support are determined using district-level data, such as walkthrough data and progress monitoring data and through regular communication with the Principal and Assistant Principal, regular attendance, and facilitation of grade-level PLCs and/or building visits. When Cedar Grove is identified as in need of support, the appropriate director of instruction and Instructional Specialist collaborate to plan and schedule support with the teacher, team, or administrator at the school level. Cedar Grove has extensive support on campus including three Academic Coaches, one Behavior Interventionist, and two Academic Interventionists. These interventionists work closely with the District's Instructional Specialist to ensure that Cedar Grove is receiving the necessary supports in order to meet the student and staff needs.

Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district's K-12 Comprehensive Evidence-based Reading Plan.

Based on the approved Comprehensive Reading Plan:

The district identifies K-3 students with substantial deficiency in reading based on a variety of student and school achievement data (Florida coordinated progress monitoring data, MTSS/RtI, iReady, DIBELS, FSA scores where applicable, FLKRS).

These schools will receive priority scheduling and more support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. Additional allocation, above and beyond personnel, is planned for expenditures on interventions and intensive interventions with a prioritization at elementary schools. As available and appropriate, training and coaching to schools identified with less need (based on student achievement data) will also be provided.

Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.

The policies and practices that were reviewed and changed are outlined in the MOU signed by teachers prior to the start of the school year. Some of these policies include:

The District and/or External Partner/Operator has the freedom to structure the length of the school day for students and teachers in order to implement new strategies and curriculum to address student learning. This may include extending the instructional load up to 360 minutes per day.

This change required collaboration with the transportation department in order to ensure that the bussing of students based on the extended day would not be interrupted.

Teachers shall adhere to the District curricular/instructional expectations including but not limited to:

devoting reasonable time to additional professional development and preparatory time required to achieve and maintain high-quality education. This shall not exceed 32 hours per nine weeks, and shall be approved by the district office. Teachers will also be afforded regular preparatory time during their work day as defined by the ABCE contract. Such preparatory time may include common planning periods. Teachers shall be paid in accordance with the contract for weekend and/or summer PD. o participating in academic coaching and improvement cycles including the use of electronic recording devices for the sole purposes of professional development. Teachers shall be given 24 hours' notice prior to the use of the electronic device and each individual teacher shall not be recorded more than three times per nine week grading period, unless the teacher requests additional recordings.

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This change requires that an additional academic coach be placed at Cedar Grove Elementary along with a school based MTSS coordinator. These additional positions work closely with the district based Instructional Specialist to ensure that teachers and support staff receive quality and timely PD and support as needs are identified.

Describe the system that the district will put in place to review and monitor the effectiveness of the support

Quantitative and qualitative data collected through regularly scheduled walk-throughs, attendance of grade level-PLC's and monitoring of district and state assessment data is reviewed at the school and district level as needed to identify levels of implementation and areas in need of improvement. Needs are discussed and levels of support are differentiated and provided by the district directors, Instructional Specialists, and other district specialists.

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 complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.
- 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 it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel 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 School Improvement (SI) school with a rating of either

District-Managed Turnaround Plan—Step 2 (TOP-2)

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 SI 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.

- The district shall ensure the instructional staff 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 teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.
- Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.

Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.

Cynthia Walker was hired as the Principal on June 1st 2022. A Principal Change Verification Form was submitted to the Bureau of School Improvement, outlining her leadership experience and rationale for recommending her placement:

Cynthia Walker has a long history of educational leadership in Bay County. She began her educational career in Michigan where she had teaching experience at the elementary level. She holds a Bachelor's

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Degree in English and Social Science and a Master's Degree from FSU in Educational Leadership. Upon moving to Bay County, Mrs. Walker worked at the secondary level with our most fragile students who were at risk of dropping out of school. In this role, she led the Acceleration Academy with a focus on providing researched-based and highly effective reading instruction to students at Bay High School and at J.R. Arnold High School. In 2013, Mrs. Walker was chosen to join the Administrative Team at Mowat Middle School. During her leadership Mowat was identified as a Title I school for several years. Despite that classification change, and with Mrs. Walker's experience and input, Mowat maintained their high performing school status. Mrs. Walker led the staff and students at Mowat Middle School through both a Category 5 Hurricane in 2018 and most recently a global pandemic. As a leader, Mrs. Walker is known by students to be approachable and compassionate. Her teachers know her as an innovator and someone who is unafraid to implement new, research-based strategies. Her families know her as a dynamic advocate for public education and we know her as a true servant leader who has a heart for, and experience with, our struggling students.

The Assistant Principal at Cedar Grove was also replaced. Rebecca Balentine was named Assistant Principal as of July 1, 2022. Becky was formerly the principal of St. Andrew School at Oakland Terrace. St. Andrew is an elementary school for students with extensive behavioral needs. The school population is primarily students that have been identified as having an Emotional/Behavioral Disability. Becky was chosen based on her experience as an elementary principal along with her extensive experience with behavior management and modification.

Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.

The Leadership team members has been replaced for the 22-23 school year. Cedar Grove has added a site-based Literacy Coach and is seeking a site based Academic Interventionist. These members are all Effective or Highly-Effective teachers based on state VAM scores.

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

Bay District has an agreed upon incentive for Educational Leaders of schools identified as CS&I or TS&I and receive support from the Bureau of School Improvement:

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DIFFERENTIATED PAY FOR BAY DISTRICT SCHOOL-BASED PRINCIPALS, ASSISTANT PRINCIPALS, AND/OR ASSISTANT ADMINISTRATORS LEADING SCHOOLS THAT HAVE BEEN RATED BY THE FLDOE AS A "D" OR AN "F" AND ARE IN DIFFERENTIATED ACCOUNTABILITY OR ARE OPERATING IN TURNAROUND STATUS AS DEFINED BY THE FLDOE

- In order to better assist schools in Turnaround Status as defined by the Florida Department of Education, the Superintendent may assign a one-time supplement of up to \$10,000.00 (paid throughout the school year) to principals and up to \$5,000.00 (paid throughout the school year) to assistant principals and/or assistant administrators *recommended by the Superintendent to transfer and lead schools in Turnaround Status*.
- Principals, assistant principals, and/or assistant administrators who *previously transferred or are currently assigned to a school in Differentiated Accountability or Turnaround Status* may be assigned a supplement by the Superintendent of up to \$5,000.00 for the principal and up to \$2,500.00 for the assistant principal and/or assistant administrator.
- When the school grade increases to "C" or better, the school exits **Differentiated Accountability or Turnaround Status**. *At the recommendation of the Superintendent and the approval of the Board, a recruitment/retention bonus* in the amount of up to \$5,000.00 for the principal and up to \$2,500.00 for the assistant principal and/or assistant administrator may be paid for the year following the D or F school grade rating.

School-based principals, assistant principals, and/or assistant administrators are only eligible to receive one (1) Turnaround Status supplement per year and eligibility will be evaluated on a yearly basis.

How does the district build the capacity of turnaround leaders?

Bay District has initiated a Pipeline Leadership training cadre with grant support from BSI. This cadre of leaders will develop the skills necessary to lead a school identified as CS&I or TS&I. This cadre participated in Professional Development in the summer of 2022 that involved training focused on: developing processes and procedures for feedback cycles, facilitating data driven Professional Learning Communities, instructional strategies based on the FL BEST standards including the district based Walk-through forms that incorporate the new Math MRTs, weekly leadership meetings to discuss district policies, procedures, and initiatives, and participation in monthly Principal Cord meetings to collaborate with peers and engage in data driven discussions.

Assurance 2: Narrative of School Capacity- Educators

In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. At a minimum, reply to the following:

1. What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?

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2. How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?
3. 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?
4. Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

What is the process for filling vacancies at this school, specifically in the core content areas? Is this school given priority in hiring? Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire? Is there a MOU or union agreement to this effect?

The District has an MOU outlining the exceptions that are made for schools in CS& and TS&I :

Upon initial appointment of a new principal, he/she shall have discretion to renew contracts or initiate transfers for any and all instructional positions. Those instructional staff members who are continuing contract teachers or who may have been renewed by the previous principal prior to school grades being released will be employed within the district.

- The District and/or External Partner/Operator may recruit and hire qualified teachers who meet certification requirements. Vacancies that occur shall be advertised in accordance with the contract, but may be filled after forty- eight hours (2 work days), if an available, certified and qualified applicant is available.
- The principal has the authority to select qualified instructional applicants or to refuse the placement or transfer of instructional personnel. The school average of teachers with a state VAM must at least mirror the district's state VAM average or may exceed HE/E percentages. For those without a state VAM, principals shall hire teachers who received an overall evaluation rating of HE or E in the most recent year available, if such data exists.

How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?

When an unexpected vacancy occurs all efforts are made to quickly hire the most qualified candidate to fill the vacant position. In the interim, classes may be covered by academic coaches, interventionist or long-term subs that receive extensive support from the academic coaches and support from grade level PLCs.

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?

The District has an MOU signed by each teacher at all CS&I and TS&I schools:

Recruitment/Retention Bonuses (for Schools in Comprehensive Support and Improvement Tier 1 SI or District Managed Turnaround Status):

- The total amount of the bonuses will not exceed \$500,000.00 annually. This amount does not include Turnaround Years 3 or more.
- Teachers selected to work at these schools shall receive a bonus of up to \$5,000.00. Beginning in the 2019-2020 school year, teachers at schools rated with a first-year school grade of D, Comprehensive Support and Improvement Tier 1 SI schools, shall receive a one-half share of the bonus paid to teachers at a District Managed Turnaround School. The full amount of the bonus will be paid for teachers who work

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the full school year and those who work less than the full school year will receive a pro-rated amount. Payment of the bonus shall begin with the second paycheck after the FTE mini count.

- If the school grade increases to “C” or better, and at the recommendation of the Superintendent and the approval of the Board, a one-half share bonus will be given to returning instructional staff and newly-recruited instructional staff. Bonus payments will begin within two pay periods of the release and finalization of school grades and pro-rated accordingly for late hires.

Does the district offer incentives to Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

The district does not offer additional incentives for HE and E VAM scores outside what is awarded by the DOE through the Supplemental Teacher Allocation.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

At the release of the state VAM scores, the District sponsored a UniSIG Hiring Event in which each teacher in the County that had received a state VAM of Effective or Highly Effective was invited to apply for a position at one of our CS&I schools. At the hiring event teachers were informed of the opportunities available to work at the identified schools and principals were on site to conduct interviews for any interested candidates. Additionally, HR representatives were there to facilitate the transfer process. Through these efforts Bay District was able to place 5 HE or E teachers at our CS&I schools. At the time Callway had one instructional vacancy for an ESE support position. There were no applicants holding the necessary certifications. However, the vacancy was filled shortly after the hiring event.

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory?

There were two teachers at Cedar Grove with a 3 year aggregate VAM of NI or U. In order to match the district's percentage of NI/U teachers one of the teachers was transferred to an elementary school that was not identified as a CS&I or TS&I school. The teacher with a VAM of U that remained on campus has been teaching a self-contained class of students identified as having Autism Spectrum Disorder. As those positions are very difficult to fill with certified and qualified candidates, the decision was made to retain the teacher at Cedar Grove.

Confirm that all reassigned instructional personnel were not reassigned to SI schools.

N/A

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

N/A

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Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

STATE VAM DATA- School % Compared to District and State%				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	6	0	1
School %	0%	86%	0	14%
District %	14%	62%	0	14%
State %	12%	62%	14%	11%

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 completing and submission of the TOP-2
Deborah Gentile School Improvement Specialist
Contact information: email, phone number
gentidde@gmail.com 850-767-4172
Date submitted to the Bureau of School Improvement (due October 1)
9/30/22
Superintendent signature (or authorized representative)
Denise Kelley