



TOP-2

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

Gadsden
George W. Munroe 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

George W. Munroe Elementary/0041

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.

The Gadsden County School District (GCSD) utilized informal and formal classroom observations and assessment data to determine the focus of improvement efforts for George W. Munroe Elementary (GWM). Further, the school data analyzed to determine the needs included FSA data, school discipline data, teacher attendance data, and educator experience data. The school also reviewed the performance data of kindergarten students identified as “kindergarten ready” which was reported on the annual assessment formally known as FLKRS. Immediately after reconfiguring GWM from a PreK – 5 elementary school to a PreK – 3 primary school, the school experienced tremendous improvement as noted in **Table 1** below.

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Table 1. School Grade

	2019	2018	2017	2016
School Grade	B	A	F	D

The COVID-19 pandemic impacted the landscape of education across the world and unfortunately, students enrolled at George W. Munroe Elementary experienced significant challenges as demonstrated by their overall performance on the Florida Standards Assessment. (Table 2 below) It is important to note that the third grade students' learning was interrupted during their first and second grade years of formal instruction due to school closures caused by the COVID-19 pandemic. As Table 2 illustrates, student performance at GWM was well below the district's percent scoring at proficiency on both the English Language Arts and Mathematics subtest. Further, only 27.1% of the kindergarten students demonstrated readiness, which is 13.9% less than the district's readiness rate.

Table 2

	[School] Percent Scoring At/Above Achievement (Level 3)	[District] Percent Scoring At/Above Achievement (Level 3)
English Language Arts	17	31.3
Mathematics	29	30.6
Kindergarten Readiness	27.1	41

The review and analysis of the student performance data from the annual state assessment and student performance on the state kindergarten readiness assessment support the need to provide continuous support and professional learning to the teachers at GWM.

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

With the opening of the 2021-2022 school year, a new principal and assistant principal were assigned as instructional leaders at GWM. The decision was based on data that projected a school grade of "F" had the district elected to take school grades for 2021-2022. The principal assigned to the school is a first year principal, who has successfully supported fragile schools as an assistant principal and teacher leader. The assistant principal was previously assigned to one of the district's schools whose students consistently performed well on state assessments. Successful strategies that will be reinforced or supplemented include:

- Implementation of Professional Learning Communities, focusing on student learning;
- Provide support to new and beginning teachers through mentors and ongoing professional development in (1) pedagogy, (2) classroom management, (3) progress monitoring, and (4) cultural sensitivity;
- Provide ongoing professional development in instructional strategies for building foundational reading skills, aligned with the Science of Reading
- Secure additional human resources to support Tier II and Tier III interventions
- Provide effective interventions during and after school hours;
- Implement a school-wide positive behavior support system that models, encourages and rewards appropriate behaviors and interactions between and among adults and students.

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

Identifying highly effective teachers continues to be an ongoing challenge that the school district faces. In prior years, the school has utilized substitute teachers to cover classes when there is no instructor. The failure to provide qualified instructors has negatively impact student growth as aforementioned data demonstrates. GWM will make the following adjustments:

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- For core instruction, if a substitute is covering a class, the students will be temporarily assigned to certificated teachers for core instruction, specifically, the reading block.
- To reduce the number of substitutes used, the reading coach has been assigned to one of the second grade classes.
- To increase teachers' instructional delivery, the district reading coach has been assigned to GWM two days a week for ongoing professional development and coaching.

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.

Accountability and Shared Leadership

The GCSD has elected to implement the District-managed Turnaround Option. The District's Educational Management Team will receive weekly updates on the status of the relative to attendance (teacher and student), behavior and course performance. The school principal will provide updates during monthly Principal Leadership Team Meetings (PLTM) to demonstrate school-level leadership and collaboration. All meetings will be documented by meeting agenda, attendance and notes.

Standards-based Instruction and Learning

The Director of Elementary Education and district instructional specialists for ELA and Mathematics, will work collaboratively with the school leadership team to support instruction. Weekly learning walks will be conducted to support and or model standards-based instruction. Instructional resources for core instruction, supplemental support and enrichment will be purchased so that students can benefit. Professional learning opportunities will be ongoing for all teachers, with a focus on new and beginning teachers. The new evaluation system will serve as a tool to improve instruction and training is scheduled throughout the school year.

Research indicates that students who struggle with reading at Grade 3 are more likely to drop out of high school. To this end, the district has redirected its focus on building the foundation skills by ensuring that students in grades prekindergarten through second receive immediate interventions when reading deficiencies are noted. Supplemental funding will support after school and summer instructional programs. Push-in and pull-out support, provided by trained personnel will be available during the school day. Specifically, George W. Munroe Elementary will receive additional support provided by reading intervention teachers. Parents will receive access to information that will assist them in supporting their children at home through community trainings/meetings.

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Positive Culture and Environment

The school district will continue to promote positive behavior support through the implementation of the Multi-tiered Systems of Support (MTSS). Student and staff recognition efforts, supported by community partners will be instituted on a monthly basis. Expectations, both social and academic, will be communicated through a school-wide behavior modification plan. The district's Exceptional Student Education program has assigned a team comprised of program specialist, school psychologist, and other support to work specifically with identified students for their success. The department will ensure that classroom teachers are aware of and follow each child's Individual Education Plan with fidelity.

Part B.

Assurance 1: District Capacity and Support

The district leadership team, which includes the superintendent, assistant superintendent for academic services, assistant superintendent for support, school safety director, director of human resources and director of finance meet weekly to analyze data, collaborate and problem solve to address the needs of the schools. The Assistant Superintendent of Academic Services serves as the lead of the turnaround effort and reports directly to the superintendent. Monthly, the Extended Educational Management Team which includes those in charge of curriculum, general and special education, student services, human resources, professional development and family and community engagement meet for to plan and review progress on school and district improvement.

Progress monitoring assessments that are aligned to Florida's Standards in ELA, mathematics, social studies and science are administered monthly using the Renaissance suite (Star Early Literacy, Star Reading and Star Math).

Assurance 2: School Capacity – Leaders and Educators

The school principal and assistance principal have previously demonstrated the capacity to improve student achievement.

Leaders: An annual professional development plan, as required by Florida Department of Education, is being developed by the director of professional learning in collaboration with the teachers and leaders at GWM. The plan provides ongoing tiered support to increase leadership and educator quality.

The school principal and assistance principal have previously demonstrated the capacity to improve student achievement. The district completed a Principal Change Verification Form to retain the principal and the Florida Department of Education approved the request.

The district ensures 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 factors that would indicate the principal will have turnaround success with this school.

Educators

The district continues the review of practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data. An effort to recruit teachers has been incentivized.

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The district continues to leverage personnel to ensure that higher performing teachers are assigned to Schools Improvement schools.

The district continues to monitor hiring, to ensure that the instructional personnel who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

While there continues to be a shortage of qualified teachers in education across Florida, the district has made every effort, pursuant to section 1012.2315(2)(a), F.S., to ensure that the percentage of temporarily certified instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.

In order to ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading, the district is participating in trainings that will provide a cadre of trainers to facilitate reading endorsement. In addition, the district continues to include stipends to encourage teachers to obtain reading certification and or endorsement.

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:

Data analysis conducted to build the SIP indicated that the contributing factors to the need for improvement include: (1) lack of foundational skills required to read, understand and comprehend grade level text, (2) lack of consistency of effective instructional staff, (3) excessive absenteeism, (4) lack of training in the implementation of newly adopted curricular materials and (5) lack of accurate application of the MTSS process. The contributing factors serve as the basis for the TOP-2.

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

The District has formed a support team to ensure improvement in areas identified in the SIP. The district support includes:

- Reading Specialist: to provide onsite and ongoing professional development in the Science of Reading, teacher modeling of effective instructional strategies, small group assistance to support target students;
- Math Specialist: to provide onsite and ongoing professional development in understanding and utilizing the new B.E.S.T. Standards for Math;
- Reading intervention support: to support Tier II and Tier III instruction during the regular school day
- Beyond the School Day Support: to provide opportunities to expand learning through before and after-school instruction provided by highly effective teachers;
- ESE support: to provide consistent support in service delivery and problem-solving for children already identified or those displaying behaviors that impede learning
- Monthly principal leadership team meetings where data is analyzed and next steps are determined

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.
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.

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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's leadership team which is comprised of the Superintendent, Assistant Superintendent of Academic Services, Assistant Superintendent of Support Services, Director of Human Resources, Director of Finance, Coordinator of Safety and the Community Affairs/Public Relations coordinator, meets weekly to review district and state assessments and problem solve collectively to support the school's success and to overcome internal and external barriers that could impede school improvement.

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.

The Human Resources Department 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. Teacher VAM data is accessible to the principal to ensure the most committed and highest performing teachers serve students at the school. Voluntary and involuntary transfers are completed to effectively raise student achievement. Transfer requests are approved based on principals' requests, employee requests, VAM data and principal evaluations. This strategy is applied to give the school a new start and to strengthen the school improvement plan and improve student achievement. A highly qualified and highly effective reading specialist supports the school to improve reading performance and to assist teachers with maintaining safe and positive classroom and school environments. A highly qualified and highly effective math specialist will be assigned to the school to improve math performance.

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.

The district recently adopted a new curriculum in reading and mathematics. The adoption was informed by members of the school's instructional materials review team. All instructional materials being utilized by the school are on the state-approved list of instructional materials. As the school's leadership team worked to identify supplemental materials, they were required to only consider materials identified as "promising" and higher from the Evidence for ESSA website. The requirement to evaluate supplemental materials is different from previous years.

Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).

The district is participating in all professional learning activities provided by FCRR. Currently, the district has identified individuals who will become trained as trainers in order to build capacity to increase the number of teachers with reading endorsement. The district also has identified a specialist who is trained in the Science of Reading and will provide ongoing professional development to the school.

Students with significant reading deficiencies have been identified and the school provides individual and small group instruction, specifically in the foundational reading skills.

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

District progress monitoring occurs monthly and classroom teachers utilize curriculum-aligned progress monitoring to track student improvement or needs. The district will utilize the Star Early Literacy (Grades PreK – 2nd), Star Reading (Grades 3rd) and Star Mathematics (Grades PreK – 3rd).

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.

There will be instructional specialists in Reading and Math assigned to the school. They will be assigned to George Munroe Elementary for 40% of their week. The specialists will provide specific and targeted support to the school. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-based instructional strategies that improve students’ academic performance. The instructional specialists assist and provide support to teachers in the development of 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 school leadership team, will facilitate the common planning process, in which teachers will jointly plan, observe, analyze, debrief and refine classroom lessons to improve student outcomes. In addition, the team will facilitate effective professional learning for principals, teachers, and interventionists at the site. Teachers are given an opportunity during faculty meetings to share instructional best practices. A part of the school’s culture is to also provide opportunities for teachers to serve as models for specific content areas. Teachers are provided opportunities to observe colleague teachers during classroom instruction to acquire innovative instructional delivery through feedback and collaboration. Professional Learning Communities are also job-embedded in order to develop a culture of continuous improvement throughout the school. All teachers attend common planning prepared to discuss best practices in lesson delivery as well as developing and selecting higher level questions to incorporate into lessons for the week. Standards clarifications are reviewed to ensure targeted skills are addressed for each standard and are following district pacing guides. In efforts to close the achievement gaps, interventions are provided daily to all learners. From the data, students are profiled and placed into the appropriate intervention by the subject area specialists and the teachers. Assessment data will be collected and analyzed weekly by the school leadership team. The school leadership team, in collaboration with the instructional specialist and classroom teacher will determine appropriate interventions to be differentiated based on student need. Interventions takes place throughout the day through pull-outs. 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. Classroom teachers that may need support with specific standards and/or skills are also identified through this data analysis. Instructional support is assigned by the principal to support specific teachers based on the data outcomes. The leadership team closely monitors weekly student products to ensure the instruction is aligned to the standards. 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 standards-aligned instruction. In an effort to continuously assist teachers with Standards Mastery, the district will provide Standards Based Instruction professional learning. Implementation will be done by the district Director of Professional Learning. Instructional specialists will continue to build capacity through modeling lessons for teachers,

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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 district is committed to providing every student a world-class education that prepares them for college and careers in the 21st century. In order to accomplish this, it is imperative that the highest qualified teachers and staff are recruited and retained for sustainability. 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.

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

There will be instructional specialists in Reading and Math assigned to the school. They will be assigned to George Munroe Elementary for 40% of their week. A primary focus of the turnaround principal is on building relationships and changing the school culture to build both teacher and student expectations. Resources that support the turnaround school include federal Title allocations, school improvement funds, ESSER funds, and school-shares of resources funded through the FEFP. The turnaround principal will be afforded access to these resources, in compliance with any funding limitations by program requirements (i.e., rank and serve for Title I; supplement not supplant requirements; specific allocations through school improvement grants). The turnaround principal's requests will be prioritized, as long as there are not funding or compliance limitations that would be breached with the approval of the request (i.e., rank and serve for Title I, limitations of budget line items, allowability, supplement not supplant, federal requirements, etc.). Priority for allocations will be provided to the school.

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.

The Gadsden County School District recognizes that the foundational skills of early learners are vital to the success of students as they matriculate through middle and high schools. Research indicates that students who struggle with reading at Grade 3 are more likely to drop out of high school. To this end, the district has redirected its focus on building the foundation skills by ensuring that students in grades prekindergarten through second receive immediate interventions when reading deficiencies are noted. Supplemental funding will support after school and summer instructional programs. Push-in and pull-out support, provided by trained personnel will be available during the school day. Specifically, George W. Munroe Elementary will receive additional support provided by an additional reading support. Parents will receive access to information that will assist them in supporting their children at home through community trainings. Funds through the K12 CERP clearly indicate the district's focus on primary education, with specific funding for additional support of student with reading deficiencies.

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

At present, there are no policies or practices that will need to be reviewed and changed to support the school.

Assurance 2: School Capacity-Leaders and Educators

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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 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.

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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 replace? Include the principal's name and start date, selection process and leadership experience.

The district proposed and has been approved by Florida Department of Education to maintain the assignment of Germaine Brown Kirkland as principal of George W. Munroe Elementary School. Her start date was July 1, 2022.

Gadsden County School District identified and assigned school administrators to schools based on the administrators' experience. The current principal has only been at the school for one year. The first year allowed her to put instructional practices in place that will positively impact student performance. Maintaining her assignment at George W. Munroe Elementary ensures the needed instructional continuity. The principal has established a leadership team that embraces the vision necessary to improve student performance, parental engagement and community support.

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.

Mrs. Germaine Brown Kirkland holds a Master of Science Degree in Educational Leadership. She has demonstrated her effectiveness in working with fragile schools through her service on school leadership teams. As a Florida Teacher Advancement Program mentor (FTAP), Mrs. Kirkland analyzed data, identified trends, developed reading strategies and monitored implementation at Stewart Street Elementary School that had been assigned the letter grade of "F". The school grade improved from "F" to "C" and the following year, the school moved to a letter grade of "B". Prior to her assignment as principal at George W. Munroe Elementary, Mrs. Kirkland served as assistant principal at a James A. Shanks Middle School, with an assigned grade of "D". She developed curriculum frameworks and monitored implementation, allowing the school to move to a "C" within one year. Like George W. Munroe Elementary, Stewart Street Elementary and James A. Shanks Middle are high poverty, Title I schools.

The assistant principal has experience in school turnaround as she was assigned to the school at the start of the 2021-2022 school year. She has extensive experience in leading school turn-around efforts as her prior assignment was in a high-performing Title I school in the district that consistently demonstrated student performance.

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

There is one assistant principal serving alongside Principal Kirkland. She will not be replaced. The assistant principal has experience in school turnaround as she was assigned to the school at the start of the 2021-2022 school year. She has extensive experience in leading school turn-around efforts as her prior assignment was in a high-performing Title I school in the district that consistently demonstrated student performance.

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

Currently, the school only has access to funds offered through the Florida Department of Education's UniSIG Teacher and Administrator Grant to attract and retain principals willing to lead a turnaround school.

How does the district build the capacity of turnaround leaders?

The district offers opportunities to become part of the Florida Collaborative Leadership for All Students' Success Program 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. 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 the degree of input in selecting their school leadership team and instructional staff?

The responsibility of implementing a school-level turnaround plan is a collaborative effort between the school's principal and leadership team, the staff and district leadership. The principal is given the authority to implement a reform plan that is specific to the needs of the school and its students that is aligned to the District's Strategic Continuous Improvement Plan. The principal is able to select the school leadership team and recommend additional leadership staff for key positions. The principal is given the

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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 her improvement plan to implement turnaround strategies. Staff members who are not supportive of the plan will be removed from the school at the principal's request. The district leadership team, with school leader input, select district-wide initiatives to be used in every school. However, the principal at the turnaround school has flexibility to determine the school schedule, student groupings, additional interventions that support the district initiatives, and other instructional strategies. A primary focus of the turnaround principal is on building relationships and changing the school culture to build both teacher and student expectations. Resources that support the turnaround school include federal Title allocations, entitlement school improvement funds, and school-shares of resources funded through the FEFP. The turnaround principal will be afforded access to these resources, in compliance with any funding limitations by program requirements (i.e., rank and serve for Title I; supplement not supplant requirements; specific allocations through school improvement grants). The turnaround principal's requests will be prioritized, as long as there are not funding or compliance limitations that would be breached with the approval of the request (i.e., rank and serve for Title I, limitations of budget line items, allowability, supplement not supplant, federal requirements, etc.)

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?

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.

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?
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

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

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 an MOU or union agreement to this effect?

District policies support priority hiring in 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.

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.

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 will be proposed, negotiated then presented for required approval, upon need. Meanwhile, the Superintendent has pledged that if a candidate, can demonstrate highly effective VAM scores, specifically in reading, then a recruitment bonus of up to \$5,000 is offered as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers, pending School Board approval.

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

The school principal has the flexibility to reassign staff to ensure that students are instructed by certified instructional personnel. Currently, the reading coach is serving as the classroom teacher in one class to avoid utilizing a substitute teacher. For additional classes, the district allows the school principal to reassign students for core classes so that instruction is provided by a highly qualified teacher. In addition, the district utilizes technology to allow students access to highly effective instruction while being monitored by both a substitute teacher and a paraprofessional.

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

The Superintendent has pledged that if a candidate, can demonstrate highly effective VAM scores, specifically in reading, then a recruitment bonus of up to \$5,000 is offered as an incentive to attract the highest qualified candidates and/or retain highly qualified teachers, pending School Board approval.

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

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

to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

GWM is a Prekindergarten through Third grade school. Teachers assigned to GWM do not have VAM ratings.

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

The superintendent has pledged to provide a financial incentive to highly effective, in-field teachers who elect to serve at schools in need of improvement. The proposal is scheduled to be presented for school board approval at the October 2022 School Board Meeting.

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

There were no instructional personnel reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory.

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

There were no instructional personnel reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory.

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

There are four instructional vacancies: Prekindergarten, kindergarten, ESE resource, and art. The positions are being advertised via the district's system, on Indeed.com and other media outlets.

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	-	-	-	-
School %	-	-	-	-
District %	6.7%	51.4%	20.7%	21.2%
State %	9.9%	64.8%	14.4%	10.8%

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

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
Tammy McGriff, Assistant Superintendent of Academic Services
Contact information: email, phone number
mcgriff@gcpsmail.com
Date submitted to the Bureau of School Improvement (due October 1)
September 28, 2022
Superintendent signature (or authorized representative)
