



Turnaround Option Plan – Step 1(TOP-1)

3-Options

1. Closure
2. Charter
3. External Operator/Outside Entity

[Bay]

[Cedar Grove Elementary (revised 12/20/24)]

Due: September 1 for Cycle 1 or November 1 for Cycle 2-4

Form Number TOP-1, 3-Options, incorporated in Rule 6A-1.099811, F.A.C., effective (Date)

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Purpose

The purpose of this document is to guide districts to plan for the implementation of one of the three turnaround options (Closure, Charter or External Operator/Outside Entity) to improve the school's grade to a "C" or higher.

Directions

Districts shall complete this Step 1 form for each school that has selected one of the three turnaround options (Closure, Charter or External Operator). This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than September 1 if one of these three options is Cycle 1 or November 1 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-1.

School

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

School Name/ MSID Number
Cedar Grove Elementary/0091

Stakeholder Engagement

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

Names and affiliation of CAT members:

Crystal Boyette - Principal
Brandy Kemp - Assistant Principal
Jody Pearson - Assistant Principal
Mark McQueen - Superintendent
Denise Kelley - Deputy Superintendent
Veronica Mamone - Director of Elementary
Heather Bethea - District School Improvement
Michael Petty - Florida Education Association
Alexis Underwood - ABCE President
Keith Roberts - Community Partner
Jerry Sewell - Community Partner
Jonathan Fuqua - Community Partner
Janice Flowers - Chapman Education Center
Jessica Brantley - Rutherford High School Teacher

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Rachel Chima - Community Partner
Minelly Acevedo - Cedar Grove Elementary ESE Teacher
Hannah Smith - Community Partner

Dates of CAT meetings (held and upcoming meetings):

August 8, 2024 @ 5:00pm
September 19, 2024 @ 5:00pm
October 18, 2024 @ 9:00am

What school data was analyzed?

The data that will be analyzed throughout the meetings of the CAT team include state progress monitoring data, iReady diagnostic data, iReady My Path data, school survey data, attendance data, behavior data, and district formative and summative data.

Identified causes of low performance:

- Teacher attendance
- Teacher experience
- Student time out of class due to behavior
- Lessons not aligned to state standards
- Lack of systems on campus and in classrooms

Recommendations for school improvement:

Overall:

- Appointment of a new principal, Crystal Boyette, with turnaround experience
- Appointment and additional allocation of two assistant principals
- Fiscal commitment to provide a \$15,000 bonus to core instructional staff to support recruitment and retention of highly qualified teachers
- Additional allocation of 3 master teachers to provide job-embedded coaching and instructional support

Leader Support:

- Mentorship by an experienced, turnaround principal who increased her school grade from a D to an A in two years
- Support from Florida Atlantic University (FAU), Office of Educational Leadership Learning and Curriculum Associates Principal Academy to focus on furthering her knowledge and implementation of the Florida Educational Leadership Standards (FELS), as well as her instructional leadership capacity in teaching and learning
- Partnership with the FDOE's Bureau of School Improvement to conduct Instructional Reviews and focus on instructional practices of educators
- Professional Learning from expert Exceptional Student Services (ESE) professionals to include instructional and support personnel, scheduling, data collection, data disaggregation, instructional strategies, etc. Note: In June, BDS completed a comprehensive review of the ESE Program. Actions are currently underway to enhance student support and outcomes

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- Targeted professional learning on effective and efficient Multi-Tiered System of Supports (MTSS) to ensure student growth in academic, behavioral, emotional, and life skills, as directed by the Florida Problem Solving/Response to Intervention (PS/RtI) Project
- EXCELlence in Learning (EXCEL) Walkthroughs conducted regularly to provide opportunity for district and school-level administrators to provide instructional feedback to teachers, identify school-wide trends to problem-solve and adjust instruction, and engage and develop instructional leadership practices around the FELLS.

Teacher Support:

- Development, monitoring and implementation of effective school improvement plans
- Professional Learning Communities (PLCs) to support strong instruction
- *Leader in Me* to foster a positive learning environment and improve student engagement
- Acceleration of Student Achievement through Instructional Coherence to understand and enhance alignment and integration of curriculum, instruction, assessment, and professional learning
- MTSS, including but not limited to data disaggregation, systems, scheduling, research-based interventions and strategies to ensure student growth in all areas
- Effective instructional strategies from the FDOE Bureau of School Improvement Regional Team

Student Support:

- The instructional day for students has been increased by 15 minutes
- Mental health and behavioral support personnel have been prioritized through the use of grant funds and the Mental Health allocation to minimize wait times and provide immediate and necessary interventions to students
- Bay BASE, after-school program, is offered as an extension of the school day to assist with homework and educational support, food will be provided
- After-school tutoring will begin in September for students to receive additional instructional support, transportation will be provided
- Elevate Bay, the District mentorship program, will prioritize assignment of mentors to identified students as well as enlist volunteers to assist the classrooms
- Students from Gulf Coast Community College (GCSC) and Florida State University-Panama City (FSU-PC) are willing to partner with BDS to support or mentor identified students
- Business Partners are on board to enhance student experiences as well as offer incentives for behavior, academic, attendance, etc.

Other information:

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.

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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 -

Newly appointed Principal Crystal Boyette has a solid history of transformational leadership at underperforming schools. Ms. Boyette has experience serving as a teacher, school counselor, district instructional coach, instructional specialist, and assistant principal. At Rosenwald High School, as an assistant principal, Ms. Boyette worked to increase the graduation rate by 25.2%. During her time as principal at Rutherford Middle School, she supported the improvement and turnaround of Rutherford from a D to a C for the 22-23 school year. Ms. Boyette has established meaningful relationships with families and developed strong partnerships within the community that she will be able to draw upon as Cedar Grove is in the same school family as Rutherford.

2. Standards-based Instruction and Learning -

Priorities have been made in the master schedule to include intervention/acceleration and enrichment time daily in math and reading called WIN time (What I Need), as well as collaborative planning and PLC days. They have implemented extended learning time, increasing the instructional day by 15 minutes. Beginning in September, after-school tutoring will be provided with food and transportation available. Three Master teachers have been allocated to Cedar Grove to provide job-embedded coaching and instructional support. These master teachers also work with a targeted group of students each day to ensure learning and provide a model classroom. Students can also attend Bay BASE, an after school program that is offered as an extension of the school day where students can get assistance with homework.

3. Positive Culture and Environment -

Students will receive daily lessons through the “Leader in Me” PBIS program to focus on the development of the whole child and the habits that lead to being successful in life. Increased personnel and resources for mental health and behavioral support are on campus and working with students daily. Bay District Schools has also partnered with Elevate Bay, Gulf Coast College and Florida State University - Panama City to provide mentors for the students at Cedar Grove to provide a positive role model to check in with them regularly at school.

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Historical School Grade Data									
English Language Arts Achievement				Mathematics Achievement			Science Achievement		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3rd	25	28	28	17	26	20			
4th	19	20	22	22	19	21			
5th	16	18	26	16	12	12	12	15	13
Overall	22	22	27	20	19	20	School Grade:		
Learning Gains							Year	%	Grade
Overall	39	N/A	44	34	N/A	36	21-22	27	N/A
Lowest Quartile (L25) Learning Gains							22-23	19	F
Overall			50			46	23-24	34	D

24-25	English Language Arts Achievement		Mathematics Achievement	
	PM1	PM2	PM1	PM2
3rd	10%	18%	0%	7%
4th	22%	25%	0%	8%
5th	15%	22%	1%	3%

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

Master Teachers - Last year, the master teacher for ELA was effective in supporting the students and teachers at Cedar Grove. This year, ELA and Math master teachers will be utilized for coaching teachers, for providing a model classroom experience, as well as for working with the students identified as needing extra support.

Attendance Team - Cedar Grove has created an attendance team, modeled after a successful turnaround attendance team at Rutherford High School. This team works on establishing accurate attendance records to then reach out to families of students who are chronically absent. The team has also acquired an attendance van to pick up students who have extenuating circumstances impeding their ability to get to school regularly.

Behavior Team - Cedar Grove has created a behavior team to support teachers and students with the implementation of school wide behavior expectations and systems. This team can respond and support

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teachers by keeping the distractions limited and students in class receiving instruction. This also allows the Triad team more time to work with students identified as needing extra support and counseling.

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

Literacy Coach - Cedar Grove has a new full time literacy coach with a VAM rating of HE from last year in a 4th grade classroom. Her experience and expertise with the current standards and ability to increase student achievement will support the teachers at Cedar Grove with in depth, high quality literacy strategies that will support the learning of all students in the classroom. Her ability to coach staff during Professional Learning Communities and in the classroom will support the teachers and students at Cedar Grove.

Leader in Me - Cedar Grove Prior to this year, Cedar Grove was utilizing the Ron Clark House system. To instill good habits, with a structured curriculum, this year Cedar Grove's teachers participated in Leader in Me training to implement this PBIS system in tandem with DoJo points to work with students on positive behaviors and decision making resulting in habits.

PLCs- Cedar Grove Last year, the PLCs at Cedar Grove were not structured in a way that best supported the needs of the teachers. This year, each grade level meets during the week to look at students' data on a rotating cycle of once a month (Week 1: ELA, Week 2: Math, Week 3: Science/SS, Week 4: Behavior/Attendance). The goal with this is to identify student strengths and areas for growth through the lens of each content area. The teachers are supported in these PLCs by administration and academic/behavior interventionists. The teachers then also meet as a content PLC once a week to make sure instruction is aligned to the standards. In these PLCs, the teachers are supported by district content instructional specialists as well as school interventionists, administration and the Literacy Coach.

Select One Turnaround Option

Check the box to indicate the turnaround option selected by the district.

- Closure (RC):** Close the school and reassign students to another school and monitor the progress of each reassigned student.
- Charter (CH):** Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.
- External Operator/Outside Entity (EO):** Contract with an outside entity that has a demonstrated record of effectiveness to provide turnaround services or operate the school. Check applicable options (may include one or a combination):
 - District-managed charter school or high-performing charter school network; or**
 - Contractual agreement that allows for a charter school network or any of its affiliated subsidiaries to provide individualized consultancy services.**

Selected Turnaround Option Plan Rationale

In the box below, describe the district's efforts to engage and involve stakeholders, CAT, and the school leadership team in the selection of one of the three turnaround options. Provide the rationale for the selected turnaround option.

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Engagement efforts have been made with all stakeholders when choosing a turnaround option plan. Community meetings were held to gather input from parents, teachers, students, and local community members. These forums provided a platform for stakeholders to voice their concerns, preferences, and ideas regarding the turnaround options.

This choice was based on the following:

1. Feasibility and Resource Availability:

- The district assessed the feasibility of each option, considering available resources, infrastructure, and support systems. The External Operator option was determined to be the most feasible option given the district's current resources and capacity for implementation.

2. Capacity for Long-Term Impact:

- This model was chosen for its potential to drive systemic change within the school. It involves not only immediate interventions but also long-term strategies to address academic, behavioral, and operational challenges.

The district's approach to engaging stakeholders, the CAT, and the school leadership team ensured a collaborative and informed decision-making process. The selected turnaround option, External Operator/Outside Entity (EO), was chosen for its capacity for long-term impact, feasibility, and evidence-based effectiveness.

Complete only the section for the selected turnaround option.

The district must agree to ALL of the assurances for the selected turnaround option by checking the corresponding boxes.

Reassignment and Closure (RC)

Assurance 1: Close and Reassign Students

- The district shall close the school and reassign students to higher-performing schools with a "C" or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- The district shall ensure that students from the closed school are not assigned to instructional personnel with VAM ratings or district evaluations that are below effective.

Assurance 2: Monitoring Reassigned Students

- The district shall monitor the reassigned students and report their progress to the Department for three years on a quarterly basis with the first year students from the closed school are reassigned. Reports shall include student attendance, grades and progress monitoring data aligned to Florida's State Academic Standards, the type of intervention and instruction provided to students to address deficiencies, as well as all instructional personnel assigned to students and their VAM rating. The district shall provide quarterly reports to the RED.

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Assurance 3: Reassignment of Instructional Personnel and Administrators

- The district shall ensure, for the upcoming school year, instructional personnel from the closed school with VAM ratings that are below effective are not reassigned to other School Improvement (SI) schools within the district.
- The district shall ensure that administrators from a school closed through selection of this turnaround option are not reassigned to other SI schools within the district for the upcoming school year.
- The district shall ensure that, for the upcoming school year, instructional personnel from the closed school who are rated below effective are not assigned to:
 1. A high school or middle school student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year in the same subject area.
 2. An elementary student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year.

Charter (CH)

Assurance 1: Close and Reopen School

- The district shall close the school and reopen it as a charter or multiple charters.

Assurance 2: Contracting with Charter Organization

- The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3: Selecting a Successful Organization

- The district shall select a charter organization that has a record of school improvement in turning around schools that are low-performing with students of similar demographics or a charter school with a record of high performance.

Assurance 4: Selecting Leadership

- The district shall ensure the principal or school leader has a successful record and the qualifications to support the student population being served.

Assurance 5: Selecting Instructional Staff

- The district shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective pursuant to section 1012.34, F.S., shall not be staffed at the school.

External Operator (EO)

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Assurance 1: Selecting a Successful EO/Outside Entity

X The district shall select an EO/Outside Entity that has a record of school improvement in turning around schools that are low-performing with students of similar demographics.

Assurance 2: District Capacity and Support:

X The district and the EO/Outside entity ensure the instructional programs align to Florida's state academic standards and provide data to support intervention for students.

X The district and the EO/Outside entity ensure the development of an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

Assurance 3: Selecting Leadership

X The district and the EO/Outside Entity shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.

X Ensure the principal will be replaced upon entry into EO/Outside Entity unless, in collaboration with the Department, it is determined that the principal will have the skillset for turnaround success at the school.

Assurance 4: Selecting Instructional Staff

X The district and the EO shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective, pursuant to section 1012.34, F.S., shall not be staffed at the school.

X If the district establishes a district-managed charter school or a high-performing charter school network, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

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

X The district and the EO/Outside entity shall ensure that K-12 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

X The district and the EO/Outside entity shall ensure submission of a MOU required by section 1001.42(21), F.S., that relieves the school from any contract restrictions that limit the ability to implement strategies to improve the school's low performance.

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X The district and the EO/Outside entity will ensure submission of a roster of instructional staff at the school.

Assurance 5: Contracting with the EO

X The district shall enter into a contract with an EO/Outside Entity to provide turnaround services or to operate the school, following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:

1. Performance indicators and growth metrics that the EO/Outside Entity must meet during the term of the contract showing that the school is on track to earn at least a “C” grade within two years and that ties payment to such improvement;
2. The district’s authority to terminate or non-renew the contract for a second year should the EO/Outside Entity fail to meet the performance indicators, growth metrics or fail to meet its contractual obligations;
3. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional learning;
4. EO/Outside Entity’s record of school improvement and its role in recruitment, selection and placement of instructional personnel and the school leadership team;
5. Where the district has an existing contract with the EO/Outside Entity, a detailed provision outlining the new or modified services to be provided by the EO/Outside Entity;
6. A detailed budget with conditions of payment based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes. The contract must include a provision where the final 33% of the contract value may not be paid until and unless the EO/Outside Entity demonstrates that the school has achieved at least a “C” grade or that the school has improved by at least four school grade percentage points overall; and
7. The district’s authority to modify, terminate or non-renew the contract for a second year should the State Board determine the EO/Outside Entity failed to meet the performance indicators, growth metrics or is otherwise not on track to achieve a grade of at least “C” within two years of the release of school grades.

Timelines

This timeline applies if the district selects RC.

- For Cycle 1, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by October 1.
- For Cycle 2-4, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by January 31.

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This timeline applies if the district selects either CH or EO/Outside Entity.

- For Cycle 1, the district acknowledges that the plan (TOP-2) and the CH or EO/Outside Entity contract is due to the Department by October 1.

- For Cycle 2-4, the district acknowledges that the plan (TOP-2) and proposed CH or EO/Outside Entity contract are due to the Department by January 31 and the district school board approved CH or EO/Outside Entity contract is due to the Department by May 1.

Request for Extension of Turnaround Plan, Criteria and Due Date

x The district requests additional time to implement its turnaround plan for the following year. The district meets the following conditions and shall provide evidence that the school is likely to improve to a “C” or higher by the end of the following school year.

Upon request from the district, the SBE may grant additional time for the district to implement its current turnaround plan if the following conditions are met:

1. The request, approved by the local school board, is received by the Department on or before November 1 on this form;
2. The request demonstrates that the school has a positive trajectory using the grade components listed in s. 1008.34(3)(b), F.S.;
3. The request demonstrates that the SI school has no instructional personnel with VAM ratings of Unsatisfactory and that the percentage of instructional personnel with VAM ratings of Needs Improvement is at or below the district percentage where the district has more than five schools, or the state percentage where the district has five or fewer schools;
4. During the remainder of the implementation of the turnaround plan, the district agrees to staff the school with no Unsatisfactory rated instructional personnel and maintain or improve the school’s VAM average, as provided in rule 6A.1.099811(16)(a)4.
5. The request includes a description of the services that will be implemented to ensure the sustainability of improvement in the next year and beyond.

In the box below, the district must provide evidence that the school met the above conditions. Explain how the school will improve to a grade of at least a “C” during an extended period of implementation of the turnaround plan. Outline any changes in activities and strategies that will occur should additional time be granted by the SBE.

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Evidence that the five conditions were met:

Condition #1

The initial request was approved by the local school board on August 27, 2024 and submitted to the Department on September 9, 2024. The revised request was approved by the local school board on December 10, 2024 and submitted to the Department of Education on December 20, 2024.

Condition #2

PM2 Data added 12/16/24

Historical School Grade Data									
English Language Arts Achievement				Mathematics Achievement			Science Achievement		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
3rd	25	28	28	17	26	20			
4th	19	20	22	22	19	21			
5th	16	18	26	16	12	12	12	15	13
Overall	22	22	27	20	19	20	School Grade:		
Learning Gains							Year	%	Grade
Overall	39	N/A	44	34	N/A	36	21-22	27	N/A
Lowest Quartile (L25) Learning Gains							22-23	19	F
Overall			50			46	23-24	34	D

2024-2025 PM Achievement Data				
	English Language Arts Achievement		Mathematics Achievement	
	PM1	PM2	PM1	PM2
3rd	10%	18%	0%	7%
4th	22%	25%	0%	8%
5th	15%	22%	1%	3%

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Student Attendance Rates			
	2023 - 2024	2024-2025	Increase
Quarter 1	88.2%	90.7%	2.5%
Quarter 2	85.1%	91.0%	5.9%

# of Discipline Referrals			
	2023 - 2024	2024-2025	Decrease
Quarter 1	525	213	312
Quarter 2	542	332	210

Condition #3

Cedar Grove Elementary has no teachers employed with an Unsatisfactory VAM rating, and their percentage of instructional personnel with Needs Improvement is below the district average of 26.5%.

Condition #4

The District is working to continue to support Cedar Grove Elementary with staffing the school with no Unsatisfactory rated instructional personnel and maintain or improve the school’s VAM average. Since August, 3 teachers have been added to their staff, two with a VAM rating of HE and one with a VAM rating of E.

Condition #5

The following are the services that are being implemented to ensure the sustainability of improvement in the next year and beyond:

- Specific instructional supports including a literacy coach, grade 3-5 master teachers, academic interventionists
- Specific behavioral supports including behavior team, attendance team
- Implementation of Leader in Me and positive behavior expectations

Explain how the school will improve to a “C” or higher:

As we begin the 2024-2025 school year, Cedar Grove Elementary is in year 2 of Cycle 1 of the District Managed Turnaround. In the previous year, the school made progress, improving its grade from an “F” (19 points) to a “D” (34 points). This progress was accompanied by notable gains in student achievement, with improvements in reading and math from PM1 to PM3 for grades 3-5 and better performance on the Star test for grades K-2.

In response to the ongoing challenges, all school administrators have been replaced, and 30% of the faculty is new, including master teachers and staff in special areas. The newly appointed Principal, Crystal Boyette, brings extensive turnaround experience, having served in various educational roles

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such as teacher, school counselor, instructional coach, and assistant principal.

To drive rapid improvement, Cedar Grove has been prioritized for additional district-level resources and support, including:

- Leadership Enhancements: Appointment of Principal Crystal Boyette with extensive turnaround experience, supported by two additional assistant principals
- Incentives for Staff: A \$15,000 bonus for core instructional staff to aid in the recruitment and retention of highly qualified teachers
- Instructional Support: Allocation of three master teachers to provide job-embedded coaching and instructional support
- On-site Coaching: An instructional coach will offer targeted support in planning, data analysis, and standards-aligned instruction, with a focus on literacy strategies

Instructional and Support Initiatives:

- Extended Learning Time: The instructional day has been increased by 15 minutes
- WIN Time: Daily intervention/acceleration and enrichment time in math and reading
- Behavioral and Mental Health Support: Increased personnel and resources for mental health and behavioral support, funded through grants and allocations
- After-School Tutoring: Starting in September, after-school tutoring will be provided, with transportation available
- Mentorship and Community Engagement: The Elevate Bay mentorship program and partnerships with Gulf Coast Community College (GCSC) and Florida State University-Panama City (FSU-PC) will offer additional support and mentoring

Student-Centered Programs:

- Leader in Me Program: Daily lessons focusing on whole-child development and successful life habits
- Professional Learning: Prioritized professional development for teachers, with a focus on incorporating literacy across all content areas

With these comprehensive and targeted efforts, Cedar Grove Elementary is poised to build on recent progress and drive significant improvement in student achievement and reach a “C” or higher. The district’s proactive measures and commitment to elevating the student experience are expected to have a direct and positive impact this school year.

Outline proposed changes and strategies that will occur during the extended period:

- Continued, targeted, professional learning for both administration and teachers based on the needs identified at the school
- Yearly walkthrough reviews with district and school level administrators to provide instructional feedback and collaboration
- Continuation of a PBIS structure, training and implementation
- Weekly principal meetings and collaboration with all elementary principals in the district
- Development, monitoring and implementation of effective school improvement plans
- Professional Learning Communities (PLCs) to support strong instruction and data disaggregation

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- Acceleration of Student Achievement through Instructional Coherence to understand and enhance alignment and integration of curriculum, instruction, assessment, and professional learning
- Student access to after school programs to assist in deepening the understanding of the benchmarks taught throughout the day in the classroom
- District mentors for students through Elevate Bay and other community partners

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 completion and submission of the TOP-1
Heather Bethea, Instructional Specialist for School Improvement
Contact information: email, phone number
bethehd@bay.k12.fl.us , 850-767-4141
Date submitted to the Bureau of School Improvement
December 16, 2024 (resubmission, original submitted on 10/01/24)
Superintendent Signature (or authorized representative)
<i>Denise Kelley</i>
Local School Board Chair Signature (or authorized representative)
<i>Steve E. W. Law</i>
Date approved by local school board
December 10, 2024