



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-1



Turnaround Option Plan – Step 1(TOP-1)

3-Options

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

**Madison
Greenville Elementary School**

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)

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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
Greenville Elementary School 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:

Cassandra Brusca-Regional Executive Director of Bureau of School Improvement for Region 2

Shirley Joseph- Superintendent of Schools

Wallace Selph- Principal of Greenville Elementary School

Barbara Thomas- Madison County School District School Improvement Contact in charge of school improvement and assessments

Paula Kauffman- Madison County School District Coordinator of Education and Curriculum in charge of curriculum and professional development

Melinda Richie-Madison County School District Student Services Coordinator in charge of student services and special education

Rose Raynak Chief Financial Officer in charge of writing UniSIG and monitoring UniSIG

Dates of CAT meetings (held and upcoming meetings): 2023-2024 Meeting Dates: 9/7/23, 11/7/23, and 2/27/24. Upcoming Meetings 9/9/24, 12/9/24, 2/11/25, and 4/29/25

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What school data was analyzed? FAST Assessments for ELA, Math, and Science, Historical School Grades, Monthly Progress Monitoring data by Star Assessments, Student and Staff Attendance, Subgroup data, School Staffing numbers, student discipline data, student enrollment, and Know Your School Report.

Identified causes of low performance: A major cause of low performance at Greenville Elementary School is the annual turnover rate of administration and faculty. The school had a minimal of 4 teacher turnovers during the 2023-2024 school year. Due to teacher shortage, two Para-Professionals were assigned as classroom teachers; however, they lacked the experience required to be successful. In addition, the lack of consistent and effective standard based instruction contributed to low performance, and in most cases, instruction was not taught to the rigor of standards. Furthermore, in hopes of addressing the teacher shortage issue, a 2nd/3rd Grade Combination classed was established; however, it was not successful.

Recommendations for school improvement: The District will work to ensure Greenville Elementary School is fully staff with teachers for the current instructional year. The District will provide the administrator with leadership professional support from PAEC. The District will assign a District Liaison to the School to support weekly: conducting classroom walkthroughs, providing feedback, monitoring goals of school improvement plan, and to assist administration. The District will assign a School Based ELA Instructional Coach to provide coaching for teachers. The District will assign the District Math Coach to the school at minimal, 1 day a week to coach teachers. The District will assign the District MTSS Coach to the school at least 1 day a week to manage Multi-Tiered System of Supports for the school.

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.

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.

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

The district prioritizes resource allocation for schools with the greatest needs through the Comprehensive Needs Assessment Process. Each year, schools must complete this assessment, which is facilitated by the Chief Financial Officer (CFO). The assessment requires administration teams to examine trend data and identify specific needs. Distributed in March, the completed surveys are returned to the CFO by the end of May. After reviewing the results, the CFO collaborates with school teams and District Administration to formulate a strategy for obtaining the necessary resources. Additionally, CSI Schools work alongside the CFO to effectively utilize the full UniSIG Grant budget designated for each school. As the CFO develops UniSIG budgets, they also take into account other supplemental items that may not be financed through existing funding sources. Furthermore, the CFO seeks additional grants to support personnel and instructional positions essential for optimal school functioning. To facilitate school improvement, the Madison County District Contact for School Improvement meets with school administrators and leadership teams to analyze data and set improvement objectives. Throughout the budget development phase, the CFO maintains regular communication with schools following the Comprehensive Needs Assessment to ensure adequate funding is allocated. Lastly, the CFO produces monthly financial reports for school administration teams and the District, enabling a thorough review of budgets and expenditure.

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

In the 2023-2024 school year, Greenville Elementary School employed a tutor in the second semester to support students in small groups focusing on Science standards. This initiative led to an increase in Science scores from 13% in the 2022-2023 school year to 20% for the 2023-2024 school year. The school plans to maintain tutoring services moving forward. Additionally, to address chronic absenteeism, the school implemented attendance incentives which included attendance parties, treats, resulting in an increase in student attendance, particularly during the second semester.

Identify strategies that have not resulted in improvement. What will be done differently? Para professionals were placed in the classroom to teach Math due to teacher shortage. The Math FAST data demonstrated an alarming 0% Proficiency in Math for students in grades 3rd -6th. In addition, the school employed a classroom combination strategy for grades 2nd and 3rd, to address the teacher shortage. This combination classroom was not successful. The District will ensure that teachers are assigned to every grade level classroom.

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):

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- ☐ **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.

Madison has experienced a significant decline in school enrollment at all schools over the past five years, with a particular impact felt in our smaller outlying communities—Lee, Greenville, and Pinetta. The decreased student enrollment has led to less state funding to assist with operational costs. Furthermore, the reduction in grant funds from the ESSR program has exacerbated the financial challenges, making consolidation a necessary approach. In addition to the financial issue, the school's performance is a contributing factor for seeking school turnaround options.

Greenville Elementary School, has been identified as one of the lowest-performing elementary schools in the state, receiving an F grade for the past three consecutive years. Currently, the student enrollment at Greenville Elementary stands at just 110 for this school year.

During the 2023-2024 school year, the Madison County School District organized Town Hall Community Meetings to gather feedback, solutions, and opinions from stakeholders on various issues, including the consolidation and closure of elementary schools in Greenville, Pinetta, and Lee. These meetings took place at each community school.

Additionally, three CAT meetings were held during the 2023-2024 school year at Greenville Elementary School, providing stakeholders the opportunity to offer insights and input on the school's status. During these meetings, attendees could voice their concerns, seek clarity, and give feedback on the school's condition.

To further assess the situation, the District hired a school consolidation consultant to evaluate the entire district. After reviewing the consultant's report and the feedback from Community Meetings, the School Board voted in July, 2024 to consolidate schools and close the elementary schools in Greenville, Pinetta, and Lee.

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

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- ☒ 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.

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

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- ☐ 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)

Assurance 1: Selecting a Successful EO/Outside Entity

- ☐ 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:

- ☐ 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.
- ☐ 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

- ☐ 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.
- ☐ 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

- ☐ 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.
- ☐ 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

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are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

☐ 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.

☐ 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.

☐ 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.

☐ 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

☐ 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.

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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.

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

☐ **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 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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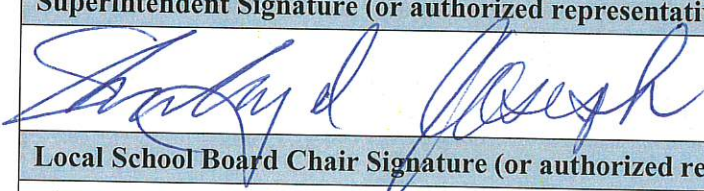
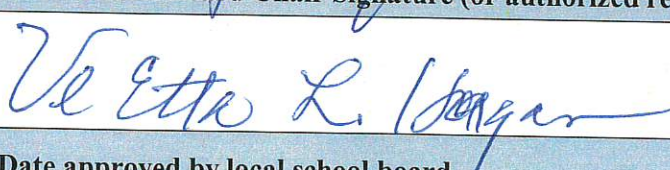
Evidence that the five conditions were met:

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

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

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
Barbara Thomas Coordinator of Accountability and Assessments
Contact information: email, phone number
barbara.thomas@mcsbfl.us (850) 973-1554
Date submitted to the Bureau of School Improvement
08/28/2024
Superintendent Signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date approved by local school board
July 15, 2024 Board Voted to close school