

TOP-2

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

Clay County District Schools
Charles E Bennett Elementary School

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

Due-October 1

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
Charles E Bennett Elementary School / 10 0071

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. Accountable and Shared 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.

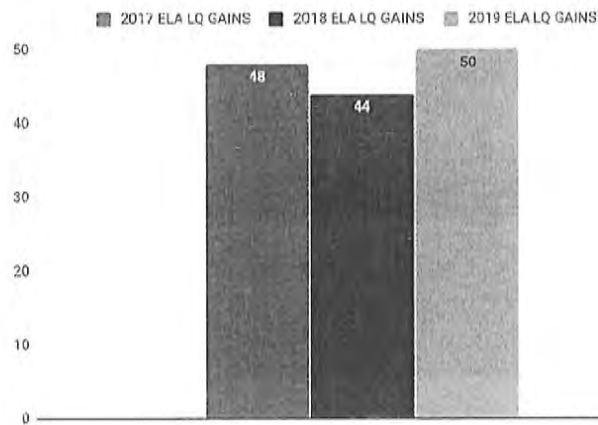
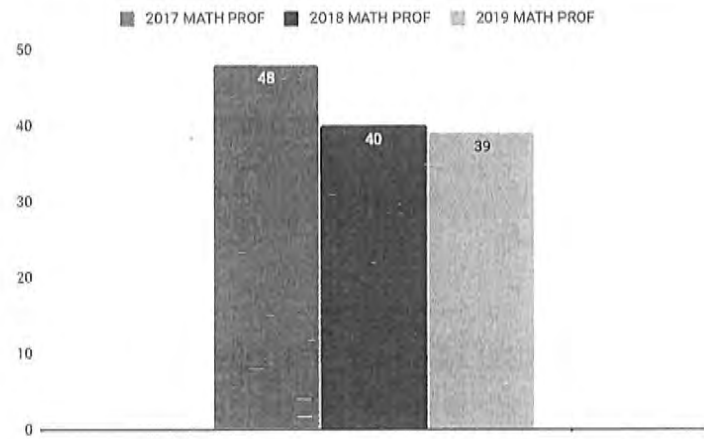
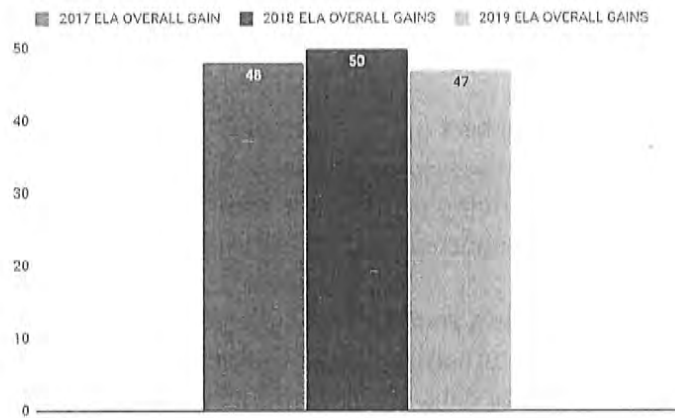
District staff, school administration, and members of the Community Assessment Team reviewed both qualitative and quantitative data which encompassed all available State, District, and school-level data. Through a comprehensive 8 Step problem-solving process, we identified the root causes of barriers to student learning, teacher retention, and the learning environment at Charles E Bennett Elementary.

The District reviewed trend and qualitative data such as data collected through instructional reviews, TNTP Insight surveys, and interviews to develop a turnaround plan. The school performance data analyzed included 3-year trend data of reading, math and science data, early warning system data, staffing patterns, the strength of the principal, and enrollment trends of the school. Considering the relatively flat levels of improvement in proficiency categories, the District believes that the District managed Turnaround model to yield stronger results in the future. To ensure that progress continues and accelerates, the District has replaced the principal with a leader who possesses a record of improving the proficiency of students of low socioeconomic backgrounds. This process resulted in the recommendations and next steps described in this document.

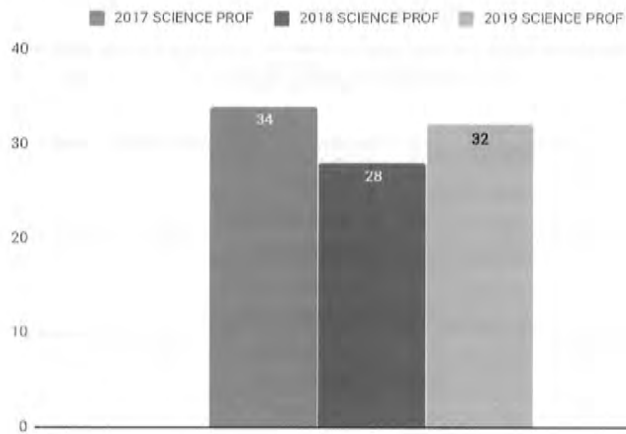
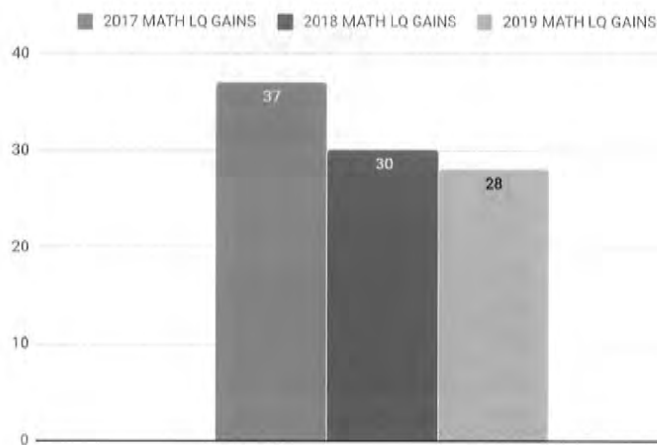
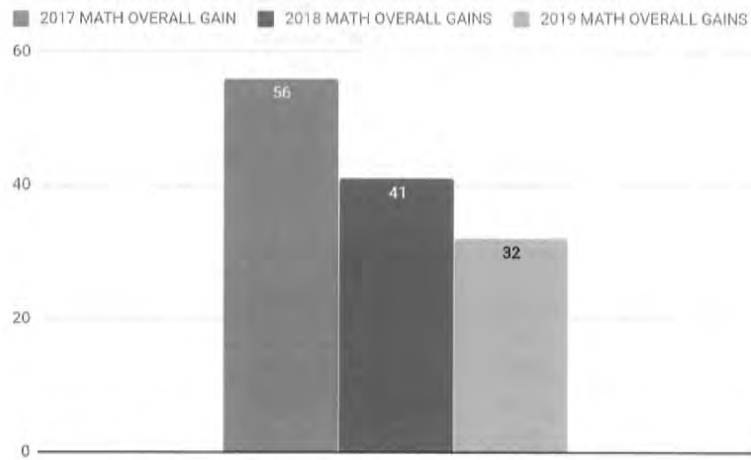
- Historical FSA Data Performance Data



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- Attendance Data

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Charles E Bennett Average Daily Attendance										
18-19 School Year										
Grade	Average Daily Membership	Days Possible	Student Days Present	Student Days Absent	ADA	Average Students Attended per day	Average Students Absent per day	Days Excused	Days Out-of-School Suspension	Days Unexcused
01	89.58	180	14924	1200	92.56%	82.91	6.67	262	23	915
02	91.01	180	15223	1158	92.93%	84.57	6.43	254	24	880
03	90.53	180	15149	1146	92.97%	84.16	6.37	322	41	783
04	101.48	180	17050	1217	93.34%	94.72	6.76	249	57	911
05	102.54	180	17430	1027	94.44%	96.83	5.71	241	7	779
06	112.23	180	18711	1490	92.62%	103.95	8.28	284	125	1081
KG	85.32	180	13834	1524	90.08%	76.86	8.47	374	10	1140
PK	15.5	180	2582	208	92.54%	14.34	1.16	72		136
Total	688.18	180	114903	8970	92.76%	638.35	49.83	2058	287	6625

17-18 School Year										
Grade	Average Daily Membership	Days Possible	Student Days Present	Student Days Absent	ADA	Average Students Attended per day	Average Students Absent per day	Days Excused	Days Out-of-School Suspension	Days Unexcused
01	93.49	174	15082	1185	92.72%	86.68	6.81	308	14	863
02	82.44	174	13374	970	93.24%	76.86	5.57	292	14	664
03	103.64	174	17059	975	94.59%	98.04	5.6	274	15	686
04	101.41	174	16621	1025	94.19%	95.52	5.89	302	21	702
05	116.7	174	18913	1392	93.14%	108.7	8	438	74	880
06	110.1	174	17881	1276	93.34%	102.76	7.33	251	158	867
KG	97.84	174	15640	1385	91.86%	89.89	7.96	427	5	953
PK	14.18	174	2210	257	89.58%	12.7	1.48	65		192
Total	719.8	174	116780	8465	93.24%	671.15	48.65	2357	301	5807

● Discipline Data

Charles E Bennett Absence History							
Option	Number of Students	Option	Number of Students	Option	Number of Students	Option	Number of Students
August 2015	2	August 2016	9	August 2017	12	August 2018	12
September 2015	27	September 2016	45	September 2017	23	September 2018	45
October 2015	28	October 2016	63	October 2017	45	October 2018	50
November 2015	36	November 2016	72	November 2017	53	November 2018	28
December 2015	29	December 2016	45	December 2017	56	December 2018	12
January 2016	40	January 2017	70	January 2018	57	January 2019	30
February 2016	92	February 2017	132	February 2018	66	February 2019	85
March 2016	59	March 2017	74	March 2018	77	March 2019	26
April 2016	70	April 2017	96	April 2018	86	April 2019	73
May 2016	52	May 2017	103	May 2018	76	May 2019	72
June 2016		June 2017	14	June 2018	1	June 2019	2
July 2016		July 2017		July 2018		July 2019	
1516 Total	435	1617 Total	723	1718 Total	552	1819 Total	435

● Instructional Culture Survey Data

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Academic Expectations							
49%	Students at my school write to explain their ideas across all subjects	51%	Students at my school can achieve the academic standards for their grade level	57%	Students at my school support their answers and explain their thinking	75%	Leaders at my school have the necessary content knowledge or content resources to support instruction across subjects
84%	My School implements a rigorous academic curriculum	86%	Teachers at my school use instructional time to address grade-level standards, even when students are below grade level				

Instructional Planning for Student Growth							
58%	An instructional leader at my school regularly reviews student work from my classes.	59%	I have ready access to content experts with deep subject-area knowledge to support my instructional planning.	75%	I am satisfied with the support I received at my school for instructional planning.	75%	I collaborate at least weekly with teachers and leaders at my school to improve my instructional plans based on student responses to tasks.
78%	I have access to questions tasks, and assessments that allow me to assess student's understanding of learning goals.	80%	My school has dedicated time for teachers to analyze student work and/or assessments to plan for future instruction based on student performance	84%	Teachers at my school track the performance of their students toward measurable academic goals.		

Leadership							
54%	When my school leadership commits to a program or priority, they follow through	67%	Leaders at my school work hard to retain effective teachers.	69%	My school has effective instructional leadership	73%	Leaders at my school seek out feedback from teachers.
73%	My school leaders model the behavior they hope to see across the school community.	76%	My school leaders articulate a clear overarching vision that drives priorities, goals and decision making within the school	86%	Teachers understand how our actions contribute to school priorities and goals.		

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Learning Environment					
35%	School leaders provide me with the support I need to maintain high standards for student behavior in my classroom	41%	Across my school there are consistent expectations and consequences for student behavior	47%	Teachers and leaders at my school immediately address misbehavior in shared school spaces like hallways and the lunch room.
49%	Interactions between students and adults at my school are respectful	75%	My school is a good place to teach and learn	75%	School leaders promote a safe and productive learning environment in my school.

Peer Culture					
51%	Teachers at my school share a common vision of what effective teaching looks like.	69%	The time I spend collaborating with my colleagues is productive	73%	There are many teachers at my school who set an example of what highly effective teaching looks like in practice.
75%	There is a low tolerance for ineffective teaching at my school.	83%	At my school teachers use a common vocabulary to discuss effective teaching practice.		

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- Subgroup Performance Data

Subgroup	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Progress of English Language Learners in Achieving English Language Proficiency	Federal Percent of Points Index	Subgroup Below 41% in the Current Year?
White	37	46	52	41	29	21	40		38	YES
Black	22	46	50	22	29	40	0		30	YES
Hispanic	39	62		50	45		29	53	46	NO
Multiracial	15			42	60				39	YES
SWD	18	48	64	18	26	34	19		32	YES
FRL	30	46	50	35	30	27	23	46	36	YES
ELI	29	57		41	50			53	46	NO

- Three-Year School Grade Data

	2017 ELA PROF	2018 ELA PROF	2019 ELA PROF	ELA GROWTH	2017 ELA OVERALL GAIN	2018 ELA OVERALL GAINS	2019 ELA OVERALL GAINS	ELA OVERALL GAIN GROWTH	2017 ELA LQ GAINS	2018 ELA LQ GAINS	2019 ELA LQ GAINS	ELA LQ GAIN GROWTH	2017 MATH PROF	2018 MATH PROF	2019 MATH PROF	MATH GROWTH	2017 MATH OVERALL GAIN	2018 MATH OVERALL GAINS	2019 MATH OVERALL GAINS	MATH OVERALL GAIN GROWTH	2017 MATH LQ GAINS	2018 MATH LQ GAINS	2019 MATH LQ GAINS	MATH LQ GROWTH	2017 SCIENCE PROF	2018 SCIENCE PROF	2019 SCIENCE PROF PROJ	SCIENCE GROWTH
CHARLES E. BENNETT ELEMENTARY SCHOOL	37	35	34	-1	48	50	47	-3	48	44	50	6	48	40	39	-1	56	41	32	-9	37	30	28	-2	34	28	31	3

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

The effective use of resources to maximize student achievement is the basis for all of Charles E Bennett's school improvement strategies. All resources allocated to Charles E Bennett— including time, funds, human capital, operational support, and other resources – will continue to be fully aligned in support of student learning.

The following strategies are continuously reinforced as they have demonstrated evidence of improvement:

- Created a culture of all adults sharing responsibility for all student learning and doing what is needed to help all students succeed.
- Improved alignment and rigor of core instruction in ELA and math instructional materials.
- Developed small-group intervention blocks for math and ELA, grouping students by standard and skill.
- Developed a culture which focuses on student outcomes, grounded in a range of data. Charles E Bennett staff have initiated data into their practice, including daily and weekly data review sessions during team collaboration time.
- Systems and processes have been initially established to regularly monitor student progress toward goals, such as student data walls, student data trackers, and an online tracking database, as well as having students begin to set and monitor their own goals.
- Initiated a Positive Behavior Intervention System.
- Implemented summer learning opportunities to reduce "summer slide."
- Addressed chronic absence and tardiness through a range of initiatives.

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

1. **Low rigor of classroom instruction:** In the 2018-2019 school year, fewer than 50% of students passed the FSA in any subject. Particularly in reading and English/Language Arts (ELA), data suggests that students were not provided with rigorous instruction every day in every classroom.

What will be done Differently? Increase the rigor of Tier I, Tier II, and Tier III instruction

The three tiers of instruction are:

- Tier I instruction: occurs during the core block and includes instruction and interventions that target all students.
- Tier II instruction: provides interventions and time on instruction for struggling students, in addition to Tier I.
- Tier III instruction: the most intense level of intervention, provided to students who receive Tier I and II instruction but who continue to struggle.

Tier I: Provide training for core teachers in grades K-6 during the school year on evidence-based best practices for providing Tier I instruction in ELA and math.

- Provide training for core teachers in grades pre-K-5 during the school year on evidence based-best practices for providing Tier 1 instruction in ELA and math. Provide at least 14 full days of training for all core teachers in grades pre-K-5.

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- Identify an instructional focus area and identify evidence-based best practices to share during PD, to ensure that teachers develop skills for teaching higher-order thinking skills and know-how to build a culture of high expectations for learning in their classrooms. Solicit teacher input when identifying PD needs.
- Dedicate monthly faculty meetings to PD on Tier I instruction with a focus on ELA and math, and provide PD for related service providers.
- Utilize the instructional coaches with providing job-embedded PD and work with teachers individually and in small groups on delivery of differentiated, high-powered instruction rich in literacy through side-by-side coaching of teachers and observations of students needing intensive literacy instruction.
 - 70% of the literacy coach's time will focus on working with teachers, and 30% of his/her time will be spent directly with students

Tier II: Coach teachers on further differentiating instruction based on specific needs of subgroups of students as identified by the collection and review of student data.

- During PD on early-release days and during common planning time, train teachers to implement center-based instruction to group and regroup students based on their strengths and skills.
- Train teachers to differentiate ELA and math curriculum based on student need.

Tier III: Coach teachers and related service providers to support students who demonstrate significant learning gaps and work with struggling students directly.

- As part of the role, the instructional coach trains teachers on providing targeted instruction to students who are significantly behind grade-level and offers additional support to struggling students directly.
- Provide additional time on task for students who are struggling during the school's remediation/intervention period.

2. **School schedule does not maximize instructional time.** The school did not utilize the extra minutes of reading instruction effectively, which prevented teachers from providing high-quality instruction during a continuous core instructional period.

What will be done differently? The school will continue to refine systems and structures to ensure that students receive instruction from teachers who can support and challenge them to improve toward grade-level standards, such as:

- Retaining, hiring, and developing teachers who are committed to rapidly improving student performance through a cycle of continuous improvement and who have a track record of success in improving student achievement.
- Revise the school schedule to maximize time in core instruction by leveraging the extended school day and as well as time for arts, interventions, and support services.

3. **Lack of use of data to drive instruction.** District site visits from previous school years indicated that teachers did not formally use a data cycle to identify "root causes" for why students struggle. Student performance did not grow between past years' midyear (MOY) and end-of-year (EOY) assessments. Teachers did not know how to analyze data thoroughly or how to change their practice in response to the data.

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What will be done differently? The school leadership team and teacher collaboration teams will continue to use data to inform instruction. To ensure that data analysis has an impact on classroom instruction, the school will focus on:

- Refining a system for collecting, organizing, and summarizing student data.
 - Collect the data: Create a coherent system for collecting and organizing common formative assessment (CFA) data.
 - Communicate the data: Create a student data "dashboard" system to provide the principal and teachers with timely views of all students' academic profiles and non-academic profiles for at-risk students
 - Share data with students: Help students understand their performance data, set goals, and identify strategies for improvement.
 - Create tools to use the data: Improve existing tools and create new tools to help teachers and the principal analyze data (e.g., spreadsheets for reviewing data schoolwide, etc.)
 - Provide appropriate PD in the use of these data tools.
 - Using existing data, conduct a "root cause" analysis to identify why students struggle to meet grade-level goals and expectations.
 - This analysis will inform the schedule and topics for PD needs.

- Ensuring that common formative assessments are administered and analyzed regularly.
 - Create a calendar to clearly define the schedule for completing data cycles during the school year, including specific guidelines on when teachers should reteach and reassess their students
 - Conduct diagnostic testing, including screening for English language proficiency, for students who are identified as struggling and who are consistently below grade-level.
 - With the support of the principal, create banks of rigorous assessment questions aligned with the current curriculum standards for teachers to use in their formative assessments
 - Embed formative assessments in daily instruction.
 - School instructional leadership team, which includes teachers and school administrators, monitors implementation of CFAs at the classroom level by collecting formative assessments from a sample of classrooms and through conversations and analysis with teachers.
 - School instructional leadership team will analyze the results of assessments to identify schoolwide trends in students' learning and design strategies to address gaps.
 - Share data with students and helping them set goals for their learning.

- Building the capacity of PLCs to analyze student-level data and use it to inform their instruction during core and intervention instructional periods.
 - Use PLC meetings and planning time to provide teachers with dedicated time to review student data.
 - As part of the PLC calendar, create agendas to ensure that PLCs their time effectively working on focused instructional goals and practices.
 - Develop a PLC meeting schedule that optimizes teacher participation.
 - Based on the results of formative assessments, PLCs identify priority areas for each subject and grade-level.
 - Establish a voluntary professional learning community for teachers to deepen their understanding of data-driven instruction by reading about data-driven instruction, discussing problems of practice, etc.

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- Develop and implement a PD plan to ensure that teachers know how to consistently check for students' understanding, to use embedded formative assessments to monitor students' progress, and to interpret data that affects their classroom instruction.
 - Ensure that teachers provide supplemental supports/interventions to struggling students based on data, including:
 - Additional time on task during the intervention/remediation period that students' specific learning targets.
 - Instruction during the intervention/remediation period that uses evidence-based programs with track records of success (e.g., iReady)
 - Discontinue intervention/remediation programs that have been deemed ineffective based on students' results.
 - Support struggling students in targeted grades to help them address specific learning targets by continuing to differentiate and provide Tier 2 and Tier 3 supports
 - Identify instructional best practices to address the areas in which students struggle.
 - Literacy coach provides job-embedded coaching and PD to teachers on data analysis, coordinated by the principal.
 - Coordinate the provision of specialized instructional supports that take place outside of the K-6 classroom in alignment with students' Individualized Educational Plans (IEPs) to limit student absence during core instruction.
 - Ensure that the principal provides growth-producing feedback to teachers on their use of data to inform instruction.
-
- Monitoring PLCs' decisions for impact in the classroom.
 - School Leadership Team will meet regularly to review student data, track progress toward meeting the school's goals, and make instructional adjustments as necessary.
 - PLCs will make instructional adjustments after each formative assessment based on the results of the data.
 - PLCs will reassess and regroup students based on most recent formative assessment data every six to eight weeks.
 - Principal, School Leadership Team, and literacy coach will monitor data-driven decisions for impact by reviewing PLC action plans and reflection protocols, through conversations and analysis with teachers, and by classroom observations.

4. **Few supports to address behaviors that prevent students from fully engaging in their learning:** Teachers lacked the expertise to address behavioral issues in the classroom. This led to disruptions of classroom instruction and a school environment that did not focus primarily on teaching and learning.

What will be done differently? School leaders and teachers will be responsible for promoting a school culture that focuses on learning, and for engaging families in the school's efforts to improve student performance through:

- Providing a safe and respectful school climate that prioritizes student learning.
 - Communicate critical priorities in the turnaround plan and schoolwide focus areas to students in a clear, student- and family-friendly way that ensures understanding of high expectations, academic goals, and how regular attendance and positive behavior can help everyone in the school reach those goals.

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- Providing tiered supports to ensure students come to school ready to learn by addressing behavioral issues, including on-task behavior during class, and the reinforcement of content at home.
 - Hire a behavior intervention specialist to plan, coordinate, and implement this work.
 - Teachers, family members, and students will work with the behavior intervention specialist to develop behavior plans or identify supplemental supports/interventions for identified students who have difficulty staying on task and/or are disruptive in the classroom.
 - Students identified as needing Tier II supports based on behavioral issues inside and outside the academic setting.
 - Teachers, family members, and the behavior intervention specialist review both academic and behavioral data to determine the root cause of misbehavior.
 - Teachers, family members, and behavior intervention specialist work with students to develop plans to raise students' academic achievement and address behavioral issues at school and home.
 - Teachers, family members, and behavior intervention specialist monitor plans for impact and adjust as necessary.
 - Teachers collaborate with behavior intervention specialist regularly to discuss roadblocks and receive supports in enacting plans.
 - Teachers, students, and families will collaborate with Family Resource Center staff and behavioral intervention specialist to identify community resources to assist families in need of services and support.
 - Students identified as needing more intensive and targeted supports/interventions based on the results of previous Tier II interventions and supports.
 - Teachers, family members, Family Resource Center staff, and behavior intervention specialist review both academic and behavioral data to determine the root cause of off-task behavior with a plan to increase focused learning time and student outcomes.
 - Teachers, family members, Family Resource Center staff, and behavior intervention specialist monitor behavior plans for impact on learning and adjust as necessary.

5. **A limited number of focused approaches to engage families as partners in their children's learning.** While families attended social activities at the school, CEB offered few events focused on academics. Parent-teacher conferences were optional, and teachers were not expected to maintain two-way communication with their students' families. The school also struggled to build relationships with community agencies to assist families.

What will be done differently? School leaders and teachers will be responsible for promoting a school culture that focuses on learning, and for engaging families in the school's efforts to improve student performance through:

- Developing a coherent strategy for teacher and family communication.
 - Clarify and monitor expectations for teachers' communication with families.
 - School staff reaches out to families one to three times over the summer to maintain relationships and progress on goals between school years.
 - Core teachers reach out to the families of all their students at least once a month during the school year to discuss students' academic progress.
 - Core teachers hold at least one parent-teacher conference with all their students' families during the school year.

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- Supported by the Family Engagement Center Coordinator, encourage teachers to conduct visits with families who are receptive to engaging with teachers outside the school setting.
- All educators record written and oral communication with families in a log.
- Building families' capacity to support students' academic progress using parent-centered programs such as the Family Resource Center, workshops, and events.
 - Communicate critical priorities in the turnaround plan and schoolwide focus areas to families in a clear, family-friendly way.
 - Educate families on grade-level expectations for rigor for their Family Resource Center coordinator students in reading and math, and what they can do at home to support those goals.
 - Educate families on school behavioral expectations and protocols and what they can do at home to support those expectations.
 - Provide translation into all languages spoken at home in all family communications.
 - Establish a Family Resource Center to coordinate family and community engagement activities that are linked directly to student learning.
 - Hire a coordinator for the Resource Center to help families access resources through community agencies to provide extensive services and supports, including language and workforce supports.
 - Investigate successful Parent Academy models to offer parent support and programming.
 - Through the Family Resource Center:
 - Analyze school-level data from past events to identify successful strategies for engaging families.
 - Offer schoolwide evening events that combine literacy and math development with engaging activities for children and families to learn together.
 - Hold schoolwide evening events and workshops to help all families, with a focus on non-native English speakers, navigate the school system, understand how to interpret grades, FSA results and other data shared with students, and make the link between their child's elementary school experience and their goal to be prepared for college and careers.
 - Partner with local agencies to provide parenting workshops on such topics as discipline, nutrition, family recreation or communication.
 - Hosting a Parent Academy: Promote the school lunch program and help families understand the benefits of proper nutrition and physical activity.

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.

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

Part A.

Accountable and Shared Leadership

Points of strength within the District include the implementation of structures and processes to hold principals responsible for school improvement. It consists of a progress monitoring structure called LEAD meetings and school grade target setting. There are multiple professional learning sessions provided for monitoring student progress and analyzing teacher level learning gains. We strive to provide the tools and support required for school improvement while still allowing principals to have the autonomy to practice school-based decision making.

Standards-based Instruction and Learning

Our framework of continuous job-embedded professional learning encourages teachers to reflect on teaching practice and the implementation of new strategies. We embrace a continuous improvement cycle that focuses on effective teaching and learning practices through planning, doing, reflecting, and revising. Continuous improvement for student learning revolves around four primary questions:

1. What do students need to know, understand, and be able to do?
2. How do we teach effectively to ensure students are learning?
3. How do we know students are learning?
4. What do we do when students are not learning or are reaching mastery before expectation?

An analogous cycle of improvement occurs for our teachers. This cycle considers:

1. What educators must know and be able to do,
2. What supports/facilitates effective educational practices,
3. What evidence demonstrates teaching effectiveness, and
4. What steps can be taken to improve upon effective instruction.

Teachers utilize this reflective practice during common planning to refine the implementation of standards-based instructional practices.

District leaders are collaborating with the school leadership team to ensure the instructional programs and curriculum resources at Charles E Bennett Elementary align to Florida standards. The Chief Academic Officer and content specialists/coaches are providing support for teachers to improve standards-based planning and implementation of programs.

Literacy Instruction

We use a balanced approach to literacy. Students participate in independent, guided, and shared reading, as well as daily read-alouds and time for vocabulary development. Reading, writing, and vocabulary development are integrated across the content areas for students to make the reading growth required for them to be college and career-ready, as well as engaged citizens.

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Foundational skills, including phonological awareness, phonics, and word recognition, print concepts, and fluency, are used in primary grade to aid students in learning to read. Students below grade-level in intermediate grades develop these skills as a part of an intervention. The school has a reading intervention programs, Leveled Literacy Intervention and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words. Both of these programs are research-based and will provide intervention support for different groups of students. The professional development department is working with teachers to develop an approach to literacy using Ready LAFS curriculum and Achieve 3000 as the primary resources for core reading instruction.

The school emphasizes frequent and systematic vocabulary instruction in all content areas. Students have authentic opportunities to make meaning of and interact with texts both as a reader and a writer during the school day. Teachers engage students with texts in ways that both honor authors' purposes and students' backgrounds and experiences. Writing tasks build on these reading experiences in relevant and meaningful ways.

Students have extensive practice with both literary and informational texts at their independent level as well as in their instructional level. For students to meet the demands of the Florida Standards, students have opportunities to grapple with both fiction and non-fiction texts beyond their skill levels and at their instructional levels.

Teachers receive ongoing professional development on all components of balanced literacy (independent, shared, guided reading, read aloud, etc.) and how to integrate each element appropriately. Professional development includes workshops, coaching, and professional learning community (PLC) activities led by an experienced literacy teacher or instructional leader. The school also provides professional development to support the reading, writing, and language strands of the FL Standards.

Literacy teachers receive coaching by individuals with extensive literacy content knowledge and knowledge of how students learn to read. Common planning time is provided for teachers weekly with a combination of lesson planning and lesson study, data analysis, and review of instructional practices and materials. PLCs meet regularly to analyze formative and summative assessment data, make informed instructional decisions based on literacy research and FL Standards requirements. PLCs also conduct quarterly classroom observations to analyze the student impact of instructional decisions and collectively revise instructional strategies to optimize student outcomes.

Teachers organize instructional hours to maximize learning opportunities. The ELA block incorporates reading, writing, and word study. Other core content subjects provide for literacy skills across the curriculum in an integrated model of instruction so that students can apply these core literacy skills to their independent work. Students who are not meeting benchmarks received structured reading interventions. RTI practices include a comprehensive model with prevention, intervention, and ongoing support in small group and one-on-one settings across the grade levels.

Teachers have access to high-quality curricular materials, including scopes & sequences, assessments, unit plans, lesson plans, and student assignments. Teachers have access to an abundance of literary and informational texts to support and enhance their curricula.

The District is in year two of the newly adopted Science materials implemented with the support of a district science specialist. Science teachers receive support for effective inquiry-based instruction.

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

Math Instruction

For the 2019-20 school year, Charles E Bennett Elementary will have Eureka Math resources for on-grade level instruction and Ready print materials to use as supplemental materials for intervention and remediation. Both programs align to the Mathematics Florida Standards, and a content specialist with Eureka Math training has been assigned to support teacher planning and the implementation of the program.

Mathematics professional development is prioritized to increase teachers' mathematical content knowledge, pedagogical content knowledge related to how students learn, and curriculum development and implementation. Teachers have time for regular collaboration and sharing of strategies, an examination of student work, unpacking standards and unit plans, RTI practices, and data analysis.

Teachers have access to exemplary curricular resources that reflect alignment to the FL Standards and the instructional shifts. Teachers can provide students with high-quality tasks, learning experiences, and assessments. Also, they save time because they are not inventing these resources themselves. Teachers receive support with unpacking these resources collaboratively and individually through professional development.

The school's schedule is conducive to high-quality math instruction. Students have the time to grapple with concepts, make conjectures, and search for solutions before introducing an algorithm. There is also time built-in for small group or individualized learning for students in all quartiles. Teachers have adequate planning time that allows them to plan strong math lessons and to analyze assessment data to address re-teaching and grouping.

Positive Culture and Environment

Through the implementation of strategies aligned with our shared vision, the school has created a safe and welcoming environment for the students. The school will focus on building the school culture and student achievement. Through the school's counseling team, which includes the Counselor and Social Worker, students identified through the Early Warning System receive support and mentoring. Students demonstrating behaviors that are consistent with the core of the month get recognized with incentives throughout the year. The school's student services team utilizes a proactive approach to bully prevention and nonviolent interactions among students. Members of the student services team conduct classroom presentations weekly and are actively involved in the quarterly student assemblies to recognize positive student behavior. A behavior interventionist has been allocated to Charles E Bennett Elementary to provide ongoing support to students who have met multiple Early Warning Systems Indicators. Behavior interventionists and social workers are instrumental in coordinating support services from community agencies to meet the needs of the whole child. Additionally, they provide workshops on effective parenting strategies and work with families to solve barriers that hinder good attendance and school success.

Part B.

The District has worked to address all of the assurances outlined in the TOP-1 form. We describe the actions and strategies that meet the assurances in the District-Managed Turnaround Plan narratives within this TOP-2 document.

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

Explain the correlation between the School 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:

Strategies noted in this document correlate to the SIP and TOP-2. The District and school leadership team are working together to create and implement the plans to improve the school.

SIP Focus #1: Reading, Math and Science Coaching Support

1. An explicit focus on continuously improving instruction that involves regular structures for collecting and analyzing data that directly informs teacher-specific instruction. There is weekly common planning time for ongoing teacher collaboration with a focus on attending to students' specific academic needs through a current analysis of data and the provision of instructional strategies. Instructional rounding and calibration walks will refine practices.
2. Pervasive and ongoing coaching is provided to individual teachers, informed by classroom observations, student assessments, and teacher need. The administration regularly visits classrooms to give feedback and commendations to teachers that teachers identify as helpful and of value.
3. The school is engaged in the ongoing identification and placement of students throughout the school year into flexible groupings attentive to the specific skill needs of students in Tier I instruction as well as Tier II and Tier III interventions. The school applies Tier II and III responses that are directly attentive to the specific needs of students, not a general response to the perceived needs of the larger group.
4. Saturday Science Camp staffed by teachers and focused on the vertical alignment of tested standards for grades 3-5, as well as strengthen 6th-grade skills in preparation for junior high content.

SIP Focus #2: Family and Community Engagement

The school will establish a climate and culture that provides a safe, orderly, and respectful environment. The school will develop a collegial, collaborative, and professional culture among teachers that support the school's focus on increasing student achievement and engaging the community as an equal partner.

1. Identify a full-time parent liaison.
2. Identify a full-time school social worker.
3. Establish an SEL plan with materials and calendars.
4. Develop and implement a schoolwide PBIS plan.
5. Establish a family outreach plan to include ESE and ESOL specific
6. programming.

SIP Focus #3: Summer Enrichment Program

By implementing a summer enrichment program for targeted students in all grades, additional learning, strengthening of skills, and exposure to unique learning environments will minimize the "summer slide" and better prepare students for the next academic year.

1. Identify teachers and materials for summer learning
2. Establish indicators for student participation
3. Engage community partners
4. Plan field trips

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

SIP Focus #4: Leadership & School Operations

1. Identify an Assistant Principal to join the administration team. The inclusion of a second school administrator allows for wider distribution of operational functions to provide targeted instructional support. The smaller ratio allows for more intentional support that ultimately improves school culture, teacher efficacy, and higher student outcomes.
2. Establish a community liaison office and identify goals. Charles E. Bennett Elementary will work with the parents and community to incorporate engagement events focused around the training of parents in the academic areas of reading, math, science, and writing. Parents and families will receive grade-level content training and be able to leave with takeaway strategies and materials for at-home use; these events will take place quarterly. During alternative months the school will have a social/academic event to encourage parents to come to school. All events will have a reading, math, or science focus. The parent liaison will reach out to parents to encourage them to volunteer. They will also reach out to community members and business partners for mentors and volunteers to support the school community.

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

After a thorough needs assessment of district systems and Charles E Bennett opportunities, the strengths of district staff have been aligned to meet the requirements for school improvement. District content specialists, leadership supervisors, superintendent, and senior cabinet members will all have a role in providing equitable opportunities for all students.

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 and how they are different from the previous programs. 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.

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

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. Identify progress monitoring and summative assessments aligned to Florida's Standards that will be used in the school.
5. 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.
6. Explain the district's allocation of supports and resources and how they align to the specific needs of the school.
7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
8. 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

1. The district leadership team responsible for implementing the district-managed turnaround plan at Charles E Bennett Elementary School includes the following individuals and their roles:

- Terry Connor, Chief Academic Officer
- Kim Bays, Chief of Elementary Education
- Michael McAuley, Assistant Superintendent of Climate and Culture
- Jamie Iannone, Supervisor of Professional Development
- Steve Amburgey, Director of Data and Assessment
- Dave Broskie, Assistant Superintendent of Human Resources
- Ryan Widdowson, Supervisor of Federal Programs
- Terry Roth, Director of Exceptional Student Education

This team is responsible for coordinating school improvement efforts, staffing compliance, grant funds, and district support from specialists and coaches for all aspects outlined in the district-managed turnaround plan.

2. The principal of Charles E Bennett Elementary School has full autonomy to develop a master schedule within regular school hours including the approach to common planning, whether or not to departmentalize grade levels by content areas, and how to best use ESE allocations to meet student needs. The District allocates support positions (guidance counselor, media specialist, instructional coach, etc.)

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

based on school size and allows principals to determine the positions based on need. The District sets aside money for Differentiated Accountability school needs and partially funds a Department of School Improvement to provide additional funds and personnel support to turnaround schools under DA status.

3. Charles E Bennett Elementary will have Eureka Math resources for on-grade level instruction and Ready MAFS print materials to use as supplemental materials for intervention and remediation. Both programs align with the Mathematics Florida Standards. The school has several reading intervention programs, including Leveled Literacy Intervention and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words. These are research-based and will provide intervention support for different groups of students. The school is implementing Ready Reading LAFS as one part of their literacy block. This program develops skills and strategies for reading comprehension and supports a balance of on-grade level and differentiated instruction. It also offers teachers an easy-to-use online Teacher Toolbox with all K–6 lessons and materials to support learners at every level. It also provides in-the-moment teacher support to guide teachers and help them build students' reading habits. The District has newly adopted Science materials and provides Teacher Created Materials to grades K-6 to provide rich Social Studies texts embedded within literacy instruction.

4. The iReady Diagnostic and Instruction platform provides progress monitoring assessments in reading and mathematics. They will also be using the i-Ready standards mastery assessments to monitor mastery of grade-level reading and mathematics standards. The District provides unit assessments for science that are administered through Performance Matters and closely align to the Florida Standards.

5. The District will be monitoring the progress monitor data regularly and provide targeted support based on these results. Charles E Bennett will receive weekly support from the team of Curriculum Support Specialists/Coaches. The coaching model (preplanning, modeling, observing, and debriefing) is used to support teachers in effective evidence-based instructional strategies that improve students' academic performance. The coach assists and provides support to teachers in the development of rigorous standard-based lessons through effective common planning. After the results of these progress monitoring assessment are made available, the support will be adjusted to address any deficiencies identified through the data.

6. The District ensures the provision of assistance and support services to schools based on levels of student achievement. This team has a proven track record of success that provides mentoring and guidance to the school site administrators in the transformation process. District leadership leads a team of Curriculum Support Specialists/Coaches whose primary function is to provide ongoing, on-site, job-embedded support. Also, the curriculum support specialists provide content support in the areas of reading, mathematics, science, writing, and interventions.

7. The District entered into an MOU with its bargaining unit to negotiate special provisions of its contract. The MOU has freed the school from contract restrictions that limit the school's ability to implement programs and strategies needed to improve student performance.

8. LEAD meetings are conducted twice per year to gain a deeper understanding of school data and progress made towards intended student performance. The Superintendent, District, and school personnel collaborate to problem solve and align resources to support schools in reducing or eliminating identified barriers. Additionally, Instructional Reviews are conducted twice per year, with an emphasis on

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

identifying instructional needs. The school-site leadership team and District, observe the implementation of the action plan, and provide support.

Assurance 2: School Capacity-Leaders and Educators

☒ The district shall ensure the school has effective leaders and educators capable of improving student achievement.

Leaders

☒ The district leadership team, in collaboration with the school, shall develop an annual professional development plan that provides ongoing tiered support to increase leadership and educator quality.

☒ The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

☒ The district shall 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 Differentiated Accountability (DA) 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 DA 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.

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.

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

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

- 1) The Principal of Charles E. Bennett for the 2019-2020 academic year is Dr. Sheree' Cagle. Upon learning of the school's 2018-2019 school grade of "D," the former Principal was immediately removed, and the position was posted as a vacancy. Among the requirements included in the posting was a proven track record of successful turn-around leadership experience. While no Clay County District School Principals applied for the position, there were several who applied from outside the district. Those with proven records of turn-around experience were interviewed by the Chief Academic Officer, the Chief of Elementary Education, and the Assistant Superintendent of Human Resources, resulting in the unanimous decision to offer the position to Dr. Cagle. Dr. Cagle has served 5 years in the Assistant Principal role, 10 years in the Principal role, and 5 years as a District Region Superintendent.
- 2) Dr. Cagle has 35 years of experience as an educator, including experience 10 years of teaching in Title I schools, as well as serving in the roles of Curriculum Coordinator, Assistant Principal, Director of Comprehensive Planning, School Improvement, Grants Management and School Choice. Escambia County recognized her work with struggling schools, and in 2005, appointed her the Principal of Hallmark Elementary School. Dr. Cagle led the school in raising the school grade of "F" to an "A." Following this success, Escambia County merged 3 elementary schools to open a new state of the art school, Global Learning Academy in 2011, and Dr. Cagle was charged with the development, opening, and leading of this school. Dr. Cagle left Escambia County in 2014 to serve as the Elementary Region Superintendent in Duval County Public Schools. While in this position, schools under her leadership maintained or improved their school grades as follows:

2015	81%
2016	79%
2017	94%
2018	80%
2019	89%

Marcia Mainer, the newly appointed Assistant Principal of Charles E. Bennett, also brings Title I and Turn-Around leadership experience to the school. Ms. Mainer began her teaching career at Bennett, and has maintained close ties with the community and a passion for assisting the Bennett families.

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

- 3) Dr. Cagle is in the process of replacing all other leadership positions within the school. To date, the following have been added to the Leadership Team:

Christina Gribbens - Instructional Coach. Served as a Turn-Around Principal in Duval County, where she moved Dinsmore Elementary School's grade from a "D" to an "A." She recently served as the Turn-Around Specialist for Duval County Public Schools.

Allison Wood - Reading Coach. Proven track record with raising student achievement in both Turn-Around and High Performing schools, with 88% and 84% proficiency in 3rd grade FSA reading in the past 2 years, and 100% growth both years, as measured by i-Ready.

Joette Alt-Revels - Reading Coach. Experienced in Intensive Reading K-12, for struggling students.

Wendy Hinkle - Math Coach. Experienced in Grade Recovery and Alternative Settings for struggling students.

In addition to these coaching positions, the school will be adding an additional Math/Science Coach, and a second Assistant Principal to the Leadership Team.

- 4) Clay County District Schools offered a \$20,000 sign-on bonus for Dr. Cagle's commitment to improving student achievement at Charles E. Bennett. This bonus will continue to be in place for the next 3 years, providing the school successfully moves out of Turn-Around status.
- 5) Clay County District Schools conducts monthly Principal and Assistant Principal meetings for all school-based leaders. The focus of this year's Leadership Learning Sessions include
- Understanding how to utilize practical strategies for sharpening the quality of lessons in all subject areas
 - Understanding how to promote deeper understanding, higher-order thinking, and student independence with strong instruction
 - Understanding how to implement practical strategies to operationalize our theory of action to raise student achievement.

Not only will Dr. Cagle and Ms. Mainer be participating in these sessions, but they will also participate in the CCDS Calibration Walks. These Walks, held intermittently between the state's DA Instructional Reviews, provide an additional time dedicated to observing instruction across the school in collaboration with school leadership teams and district instructional staff. The observation evidence gathered during the walk is used to help all stakeholders understand the instructional strengths and challenges of the school, by providing an alternative perspective about the extent to which the school is offering high-quality instruction and implementing curricula that are aligned to standards. During the walk, participants will review the implementation of the core curriculum and identify the effectiveness of implementation for Tier 2 and Tier 3 interventions.

The Calibration Walk Process equips leaders to provide impactful coaching to teachers by

- Establishing and communicating clear expectations for student learning, instructional excellence, and effective practice
- Defining a common voice and shared vocabulary for rigorous, relevant, and engaging instruction.

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

- c) Supporting every teacher in continuously improving instruction through targeted feedback, reflective practice, and ongoing application.
- d) Creating a collaborative relationship in which teachers feel supported rather than evaluated.
- e) Embracing a formative process through which teachers receive ongoing feedback throughout the year.

The District Staff participating in these Calibration Walks, may include, but is not limited to, the following:

- a) Superintendent of Schools
- b) Chief Academic Officer
- c) Chief of Elementary Education
- d) Assistant Superintendent, Climate and Culture
- e) Supervisor of Professional Development
- f) Chief of Staff
- g) Supervisor of Federal Programs
- h) Content Curriculum Specialists
- i) District Content Instructional Coaches
- j) ESE and ELL Specialists
- k) Instructional Technology

The calibration walks culminate with a review of the school's action plan for addressing the instructional priorities, and providing next steps for improving student achievement.

- 6) Dr. Cagle will have full flexibility and autonomy in the recruitment, hiring, and retention of instructional and support personnel. With her extensive educational background and myriad connections throughout the state, Dr. Cagle fully understands the experience and talent required to improve student achievement at Charles E. Bennett. She will have the full support and resources of CCDS at her disposal.
- 7) Clay County District Schools will be providing support and professional development for the Charles E. Bennett Leadership Team extensively throughout the year. In addition to the aforementioned support, District Reading, Math, and Science Specialists will be on site a minimum of 1 day per week, not only supporting teachers, but also training the Leadership Team simultaneously. If, at the close of the 2019 - 2020 academic year, the school's grade has not improved, the Leadership Team will be evaluated individually, with each member's contributions to school improvement (or lack thereof) given independent consideration. Each team member understands they are under a 1-year contract only.

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:

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

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 a 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

1. During the District's hiring period, the school (CEB) can advertise vacant positions. The school (CEB) is also given priority at the job fair held by the District in the Spring. The Assistant Superintendent supports the recruitment of highly effective teachers transferring to the Turnaround school. Additionally, the district recruiter supports the principal in identifying quality candidates.
2. All teacher applicants are screened for certification by HR to ensure they are appropriately certified in the area of need. The VAM scores are also verified before offering any classroom positions.
3. The District does not offer bonuses at this time. There is currently an agreement with the union in effect if we can find the appropriate funding sources to provide a bonus based on specific conditions.
4. In accordance with the allocation of UniSIG funds to incentivize teachers with proven records of success, eligible teachers will be considered for supplemental pay as follows:
 - a. Eligible teachers are those who have earned a highly effective or effective rating based on the state's value-added model calculation (when aggregated over three years) and teach at a Title 1 school with a 2019 school grade of "D" or "F" as of August 30, 2019.
 - b. Such teachers, who are rated highly effective in their VAM calculation, will receive up to a \$15,000 supplement, and those teachers rated effective in their VAM calculation will receive up to a \$7,500 supplement.
 - c.

Upon the release of VAM scores, all eligible teachers will be invited to apply for incentive pay, including teachers currently serving CEB, as well as teachers outside of CEB. Applications were reviewed by the school administration and district staff.

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

Assurance 2: Verification-School Capacity- Educators

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

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

The Superintendent personally sent emails to all teachers with highly effective and effective VAM ratings inviting them to apply. He also advertised through all District websites and social media platforms. A specific email domain was created solely for candidates to seek more information regarding recruitment.

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

In 2019-20, the District reassigned five teachers due to state VAM ratings of Needs Improvement and Unsatisfactory.

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

None of the five teachers were reassigned to DA schools.

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

There are no vacancies currently at Charles E Bennett. The principal and Chief of Elementary Education worked collaboratively to interview interested candidates with an Effective or Highly Effective rating and offered positions based on the responses during the interview process.

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	1	9	3	2
School %	7	60	13	13
District %	27	53	16	4

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

State %	15	55	15	15
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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
Terry Connor, Chief Academic Officer
Contact information: email, phone number
terrence.connor@myoneclay.net , 904-336-9904
Date submitted to the Bureau of School Improvement (due October 1)
9-24-19
Superintendent signature (or authorized representative)
