

TOP-2

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

[Leon County]
[Bond Elementary School]

Due-October 1

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

Purpose

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

Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org no later than October 1. The subject line of the email must include district name, school name and TOP-2.

School

In the box below identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Bond Elementary School/1181

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.

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

Bond Elementary School is one of 24 elementary schools in Leon County. Bond Elementary School's vision is to provide a positive environment that will enhance students' academic performance utilizing evidence-based curricula and strategies as well as develop master teachers while providing pragmatic professional development that will ultimately lead to students and teachers taking accountability of their personal and professional growth. Bond Elementary has an Economically Disadvantaged (FRL) rate of 100% and serves 98% minority students. Over the past two years there has been a large influx of English Language Learners that have moved into Bond's school zone and the school has worked to infuse ELL strategies that will positively impact student achievement. Bond has had a DA designation for two out of three school years and

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

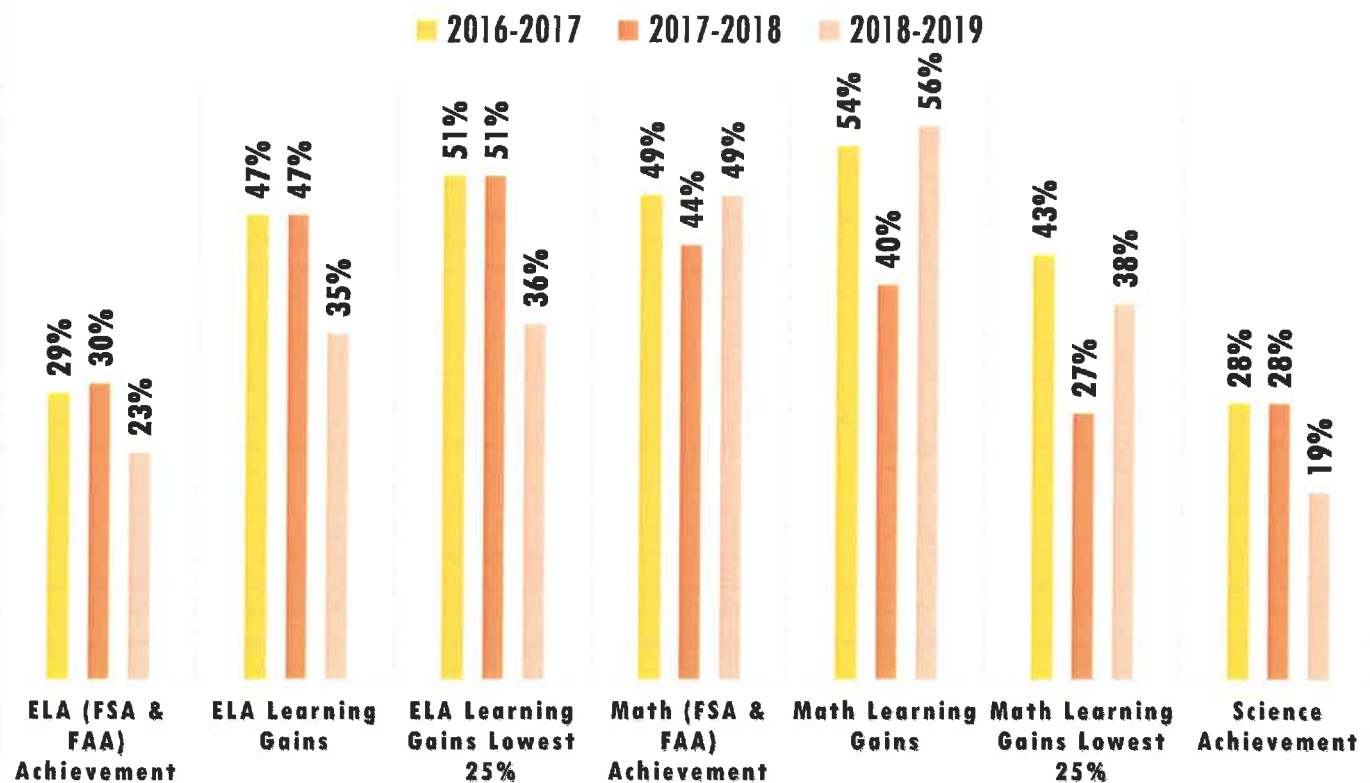
the needs assessment for Bond Elementary School involved multiple stakeholders focused on the needs of the school and community. Reviewing both qualitative and quantitative data, the team focused on instruction, student achievement, and community support.

Through the needs assessment, the team recognized that turnaround schools require effective leadership with relevant experiences that have positively impacted student learning. Ideally previous experiences should reflect the demographic of the school where the leadership has been appointed. The leadership team should demonstrate extensive knowledge of high impact classroom strategies that promote student achievement.

The needs assessment showed that ELA exhibited a downward trend in proficiency, learning gains, are in the lowest 25% quartile. 23% of students scored at level 3 or above on the FSA ELA assessment which was a 7% decrease from the prior year. 35% demonstrated learning gains which was a 12% decrease from the prior year and 36% of the lowest 25% quartile displayed learning gains which was a 15% decrease from the prior year. The 2018-2019 overall proficiency performance in ELA in comparison with the state's performance identifies Bond in the Lowest 300.

Mathematics trended upward in 2018-2019 in comparison to how the students performed in the 2017-2018 school year; however, the lowest 25% percent has not returned to the learning gains they were able to accomplish during the 2016-2017 school year. The 2018-2019 data comes close to replicating the overall student performance during the 2016-2017 school.

Science FCAT 2.0 show a consistent 28% from 2016 until 2018. During the 2018 – 2019 school year there is a significant decrease to 19% on the Science FCAT 2.0 assessment.



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

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

***Improve FSA ELA Achievement**

1. Ensure students receive standards-based instruction.
2. Implement evidenced-based instructional strategies and methods.
3. Progress monitor students daily and analyze data on a weekly basis to gauge student learning.
4. Provide professional development opportunities for ELA teachers that will address the needs of the students and the teachers.
5. Collaborate with ELA teachers both formally and informally.
6. Employ co-teacher models to assist with intervention and/or enrichment in 3rd - 5th grade classes.

***Improve FSA Mathematics Achievement**

1. Ensure students receive standards-based instruction.
2. Implement evidenced-based instructional strategies and methods.
3. Progress monitor students daily and analyze data on a weekly basis to gauge student learning.
4. Provide professional development opportunities for Mathematics teachers that will address the needs of the students and the teachers.
5. Collaborate with Mathematics teachers both formally and informally.
6. Employ co-teacher models to assist with intervention and/or enrichment in 3rd - 5th grade classes.

***Improve FCAT 2.0 Science Achievement**

1. Ensure students receive standards-based instruction.
2. Implement evidenced-based instructional strategies and methods.
3. Progress monitor students daily and analyze data on a weekly basis to gauge student learning.
4. Provide professional development opportunities for science teachers that will address the needs of the students and the teachers.
5. Collaborate with science teachers both formally and informally.
6. Employ co-teacher models to assist with intervention and/or enrichment in 5th grade.

Professional Learning Communities (PLCs) will be implemented weekly at Bond Elementary School with the emphasis in ELA. PLCs will provide the opportunity for teachers to collaborate collectively to achieve the school's goals and/or outcomes. Professional Learning Communities will be presented as whole and small group sessions where data, instructional practices, programs, team planning, and etc. will be discussed.

PLCs (August 2019 – September 2019)

PLCs (September 2019 – May 2020)

A. Acaletics

A. Reading through Science

B. Anchor Charts Pt. 1

B. Number Talks

C. FSA Writing

C. Backwards Planning

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

D. Leon Leads 3.0

D. Exploring FSA Learning Gains

E. Performance Matters Unify

E. Unpacking the Science Standards (K-5)

F. Text Marking

G. Trauma-Informed Care

Allowing students the opportunity to practice standards continuously via various mediums (i.e. whole groups, small groups, computer-based instruction, hands-on activities, etc.) will be vital to student growth in mathematics and science. Research shows that repeated exposure to standards will allow students to solidify content learned throughout the school year. The act of practice creates more opportunities for teachers to check for understanding and offer immediate feedback to students in regards to mastery/non-mastery of standards.

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

In previous years teachers lacked effective methods and strategies to boost student performance. The school administrative team as well as district personnel will be working with teachers to support and improve classroom instruction and student learning. Additionally, PLCs afford the teachers an opportunity to improve their knowledge base as well as improve their instructional methodology.

During the most recent school years, students were expected to obtain knowledge in the “sit and get” format. For the 2018-2019 school year, the administrative team is focused on continuously engaging students in the learning process. Collaborative and hands-on learning can stimulate critical thinking skills and enhance students' oral communication and social interaction skills. Not only does it promote a positive attitude towards the content, it promotes higher student achievement.

Additional strengths and opportunities for growth are listed below.

Strengths	Opportunities for Growth
Experienced teachers	Targeted Professional Learning Communities (PLCs)
Departmentalization	Academic, social, and civic clubs (i.e. SGA, Honor Society, Safety Patrol, etc.)

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

Resource teachers to provide additional academic support	Parental Engagement
Community support	Additional resource teachers to provide additional academic support
	School-wide interventions in ELA
	Delivery of core content instruction
	Faculty and staff morale and motivation
	Instructional pathways

Providing a safe and supportive environment at Bond will allow students to embrace the consistent expectation for academic achievement and school behavior set by faculty and staff. A community focus will be implemented to support school attendance, positive behavior and an environment conducive to learning.

Implementation Plan

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

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

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

Part A.

1. Accountable and Shared Leadership: New leadership has been selected and appointed in both the Principal and Assistant Principal positions. District leadership has been placed with the school to support the transition of the new administrative team. Members of both the school leadership team and the district leadership team demonstrate a broad knowledge base of high-quality successful strategies that impact student achievement.

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

2. Standards-based Instruction and Learning: Adult learners will benefit from a robust focus on successful and effective instructional strategies to include strategic, unified lesson planning and anchor charts. Weekly data chats that focus on student achievement will influence standards based instruction and direct lesson focus. With quality data monitoring, teachers will identify standards that may need to be revisited. Referencing anchor charts and questioning techniques allow teachers to stay on the path to academic achievement.

3. Positive Culture and Environment: Bond Elementary will establish comprehensive support services that develop family and community partnerships by hosting a meeting where community members and school leaders share and discuss information, challenges, and successes about the school. The school will host literacy workshops in reading and writing, financial literacy and budgeting, as well as health and wellness.

Bond Elementary School's parent liaison plans to meet with students' families to establish strategies to encourage parental involvement. Bond Elementary will provide Chat 'n' Chew parent sessions focused on FSA informational sessions, FSA practice sessions, "My Child Needs Help with Homework! What Should I Do?" sessions, Adverse Childhood Experiences (ACE – Trauma) professional development from a hired consultant, and provide support services from Mery Dominquez, consultant from ParenTeen Moments, CEO. Bond will help to improve parental involvement through curriculum nights. Teachers will also work to provide parents with the opportunity to attend quarterly curriculum nights where the faculty and staff will provide parents pertinent information in regard to their child's education, showcase their student's work as well as their talents, and provide the parents dinner. Parents will have the opportunity to participate in a STEAM/STEM Night where the parent and child will actively engage in various science, technology, engineering, art, and math projects. Parents will also participate in a Community Enrichment Day where they will visit various booths sponsored by Bond Clinic, the Health Department, FAMU, local churches, businesses, and restaurants to see what is available to them in their community. Parents will be able to pick up their child's report cards, learn pertinent information about their child's academic progress, and meet their child's teacher(s) through Parent Expos and Quarterly Academic Conversation Nights. Increasing parental engagement also includes offering vendor led parent workshops designed to identify and address areas of need for parents and students. Bond continues to work closely with multiple school volunteers to ensure these events are a success. School volunteers play a key role in bridging school and community relationships as they participate the events and support that are provided by the school.

Part B.

Each assurance outlined in the TOP-1 form has been addressed. The placement of instructional leaders and use of instructional developers (ELA, math, and science) started in September 2018. The school administrative team has worked closely with school and district leadership to have a structured and unified approach to improving Bond Elementary School. The principal provides direct support and feedback to all stakeholders. The principal communicates the needs of the schools with the district leadership team and the leadership team has a role in school improvement. Structured approach to planning instruction for ELA and math is in place and supported by School Leadership Team. The school leadership team has a track record of success and they are capable of improving student achievement.

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.

Clearly defined and measurable academic and attendance goals are essential. The current SIP goals include an increase in proficient students in grades 3-5 in FSA math, ELA and FCAT science. In addition, Bond seeks to increase learning gains in FSA math, ELA and FCAT science. In order to see growth, students must be present at school, therefore, another focus this year is on student attendance. Bond is working to create a more positive school culture that promotes student engagement through various educational experiences. In order to help Bond reach these goals, the district ELA, mathematics and science curriculum developers will work together to support the needs of the faculty, staff and students at Bond Elementary School.

Analysis of all data indicators are conducted in collaboration with the school at least monthly. Indicators from i-Ready reading, and iReady mathematics as well as STAR Reading and STAR Math. Attendance reports, discipline, and grade distribution are monitored through FOCUS at the school level in weekly intervals. Aligned observational data from both school and district staff and ongoing student achievement data informs district practices.

Community meetings, which include school and district faculty and staff will assist in developing a comprehensive, collaborative plan to increase student achievement outcomes, parental involvement and develop family and community partnerships with medical, mental health, legal, transportation, and positive community connections.

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

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

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.

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

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

1. The district leadership team is comprised of the Superintendent, Assistant Superintendent for Academic Services, Director of K-12 School Improvement and Accountability, Director of Professional Learning, Curriculum Developers, School Administrators, Teachers, Chief Finance Officer, Chief Human Resources Officer, Professional Development and Leadership Specialists will serve as supports to the school. The district will provide school leaders support to enhance student achievement as well as support to reach school goals set forth by the principal. Behavior and school management is supported by Intervention Services as well as Special Education Services to ensure the needs of the whole child are being met.

2. The Bond administration will have flexibility to use staffing, scheduling, and budgeting strategies to implement evidence-based approaches to improve student achievement. Bond and the Leon County School district continue to work with appropriate hiring, recruitment and retention practices. The current VAM percentage breakdown at Bond Elementary School shows the school is above the district and state average in the 'unsatisfactory' rating. The current VAM percentage is located on page 12 of this document. Our district leadership is aware of the state VAM data at Bond Elementary. The teacher has been returned to the primary grade levels where they have had previous success. As previously stated, district leadership continues to review VAM percentages. Local teacher evaluation methods show that Teachers listed as unsatisfactory in state VAM have a higher category result based on local district evaluation methods. Bond also received Unisig and TSSSA funding and set forth a plan for those dollars with the same flexibility explained above.

3. Wonders and Go Math curricula promote standards based teaching and are the core resources used at Bond. Through the guidance of district literacy trainers and school-based literacy coaches, teachers have worked to place many valuable strategies into English Language Arts instruction. Teachers have worked with district staff to integrate the shifts associated with the standards. Professional development has focused on increasing student exposure to non-fiction text, connecting reading and writing, increasing text complexity, and responding to a variety of text through writing. These shifts have been evident in classroom instruction and assessment. Teachers discuss best practices during their collaborative team meetings. Despite core curricula is remaining the same for the 2019 school year, the implementation of the curricula and impactful teaching strategies will improve student achievement. Along with standards based instruction comes professional development opportunities and support. The administrative team continues to provide this type of support for teachers through both one on one, group and team professional development.

4. Correlating factors on all progress monitoring tools with respect to the state assessments are used. The progress monitoring assessment data informs instructional practices at the school, classroom and individual student level. The instructional framework allows teachers and instructional support staff to respond to grade level and classroom trends as well as utilize tiered support structures to meet individual student needs. School, district, Department of Education leadership and Bond teaching staff collaborate to ensure progress monitoring is consistently practiced across the campus. Qualitative data and quantitative data continue to inform district practices.

5. This process allows schools to continuously inform the district as a whole of lessons learned and establish best practices across the district. The school will also establish state aligned, and district

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

monitored academic assessments as the norm. This two-way support system creates a powerful continuous improvement model. Community meetings, which include faculty and staff will assist in developing a comprehensive, collaborative plan to increase student achievement outcomes.

6. Through the guidance of district literacy trainers and school-based literacy coaches, teachers have worked to place many valuable strategies into English Language Arts instruction. Teachers have worked with district staff to integrate the shifts associated with the standards. Professional development has focused on increasing student exposure to non-fiction text, connecting reading and writing, increasing text complexity, and responding to a variety of text through writing. These shifts have been evident in classroom instruction and assessment. Teachers discuss best practices during their collaborative team meetings.

During the reading block, teachers are instructing students to use writing as a tool to analyze text, respond to text, conduct research, and make text-based connections that are supported by citing textual evidence. Direct instruction for the writing process and conventions of standard English take place during literacy Instruction.

Intervention - 30 minutes or more of intervention time is provided for all students five times per week. iReady Instruction & Progress Monitoring – These resources are some of our districts required assessments to progress monitor standards mastery. In addition, the instructional program assists in meeting the diverse needs of students through individualized instructional pathways.

Go Math – Bond Elementary will receive district support to continuously coach teachers. Daily schedules for teachers have been reviewed and a math block has been established to increase time for instruction utilizing standards-aligned curriculum. By setting aside additional time for math, the opportunity for students to attend to the eight shifts of mathematical practices, which encourages inquiry-based problem solving is increasing. District math resource teachers collaborate with instructional staff to gather instructional data to make improvements to Tier I math instruction.

7. Policies and procedures have been reviewed and changed to support the school include: Effective Leadership: Turnaround schools require leadership with a proven track record of success, including improved student achievement. A review of the student achievement data coupled with qualitative measures such as climate surveys, district review, and community input data suggested a need for new leadership.

Collaborative Teaching: The opportunities for collaborative standards-based planning and development are a priority to improve student achievement.

Ambitious Instruction and Learning: A review of standardized testing data revealed a negative trend in proficiency as the data below suggests in all areas. Further, in 2019, Bond under-performed as a school in both ELA and Science. Additionally, in all areas were at or below the district and state average in average learning gains for each subject area assessed.

Safe and Supportive Environment: A review of student discipline survey instruments showed the school lacked systems to adequately address behavioral issues. In addition, there was a lack of a robust MTSS process in place. The school will focus on the attendance decline as well as a reward system for students that show improvement in attending school consistently.

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

8. District leadership will formally review progress monitoring data monthly with the principal and members of the school's leadership team. District leadership will also meet to assess on going school needs and provide solutions to areas of concern. This progress monitoring data will be a result of teachers measuring the student academic progress regularly (weekly, biweekly, or monthly). Mastery measurement will be used to help teachers determine whether the student has become proficient on a standard or will require remediation. Curriculum coaches will use this data to monitor whether academic goals are being met. District leadership will check in at the school site to ensure student achievement continues to be at the forefront of all school efforts.

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.

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

Assurance 2: Narrative of School Capacity-Leaders

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

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

Assurance 2: Narrative of School Capacity- Leaders

In July 2019, new leadership was selected and appointed as both Principal Delshuana Jackson and Assistant Principal, Paula Mischler joined the Bond family. Ms. Jackson has been an integral part as a principal in a turnaround school and recently served at K-8 school in a neighboring district that was distinctly known for being a high performing "A" school due to her work ethic, management and knowledge. The Assistant Principal, Mrs. Mischler, has been a Reading Coach in the district in a Title I school and has served in multiple leadership roles to increase learning gains and proficiency at the elementary school level. The school leadership team is directly supported by the Director of Elementary Schools Sue Kraul, Director of School Improvement Giselle Marsh and School Improvement Specialist Ashley Kemp. The Department of Education support team is led by Calvin Trombley. Support is continuous and ongoing. In the event the school grade does not improve leadership will continue to follow the direction of the Superintendent.

School sites are able to work to ensure that teacher efforts are celebrated and recognized within their school community. At this time the district does not offer specific incentives to members of a turnaround school community. Current teachers and administrative teams are provided with professional development to continually improve student achievement and student engagement which are key factors in improving a turnaround school. In addition to these factors, administrative teams at turn around schools are working to identify areas specific to their school sites that are in need of change or support. Based on these observations, district leadership works with current administrative teams to develop ways to improve these unique concerns that at times may impact student achievement. These concerns could include selection of instructional staff or operational flexibility to increase teacher efficacy.

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

Assurance 2: Narrative of School Capacity- Educators

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

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

The Superintendent will work to ensure that Bond is staffed at all times with appropriate teachers and staff who have student achievement as the highest priority. Human resources, in partnership with the administrators, at Bond Elementary, will ensure that VAM rating and manager ratings are reviewed prior to new employees being hired. The district shall ensure teachers are not rehired at the school unless they are effective or highly effective as defined by the approved evaluation system. The teachers recruited to date represent high performing teachers. Numerous teachers are classified as “High Impact” (3 or more years of “Highly Effective” VAM results).

When necessary, the school posts hiring advertisements for teaching positions within the district’s hiring platform. These advertisements specify the requirements of applicants. The administrative team interviews and offers positions for the most qualified candidate capable of providing instruction in specific content areas.

Unexpected vacancies can present challenges, especially when they occur during the school year. We recognize the need to have our students under the tutelage of certified teachers. Our human resources department works to maintain hiring throughout the year if necessary. The school has a pool of certified teacher substitutes who are able to provide instruction to students if a vacancy should arise. In addition, other certified personnel on campus are available to directly support vacancies should they arise. The district does not offer teaching bonuses or incentives specifically for turnaround schools but does incorporate performance pay and professional development to ensure that teachers get what they need and are successful as we work toward student achievement.

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.

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

Leadership at Bond has been strategic and intentional when hiring new instructional and non-instructional support. They have performed all the necessary reference checks to ensure they are hiring highly effective and effective teachers for the current year and building partnerships with local universities to bring on the best and brightest. Two teachers were reassigned to other sites based on their VAM ratings prior to the release of 2019 school accountability scores for Bond. The instructional personnel that were reassigned were not placed at DA sites.

The district filled vacancies by holding at least three interviews following the closing of the job postings on PATS. The principal and her leadership team then chose the best candidate for the school's vision for the 2019 school year. At this time, all vacancies have been filled by certified instructional personnel.

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	3	5	0	1
School %	33%	56%	0%	11%
District %	15%	52%	15%	17%
State %	17%	54%	14%	14%

*Please note that the one unsatisfactory teacher captured in the table above is currently placed in 1st grade. Leon County Schools does not use VAM as part of our local teacher evaluation model. Using our local model this teacher is above the VAM classification listed displayed in the table above.

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

Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of person responsible for completing and submission of the TOP-2
Giselle Marsh – School Improvement, Testing, and Accountability
Contact information: email, phone number
marshg@leonschools.net
Date submitted to the Bureau of School Improvement (due October 1)
10/4/2019
Superintendent signature (or authorized representative)
