



District-Managed Turnaround Plan – Step 1(TOP-1)

[Bay]
[Oscar Patterson Academy]

Due-September 1

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

District-Managed Turnaround Plan—Step 1 (TOP-1)

Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school's grade to a "C" or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections 1001.42(21) and 1008.33(4)(a), F.S.

Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than September 1. The subject line of the email must include district name, school name and TOP-1.

School

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

School Name/ MSID Number
Oscar Patterson Academy/0391

Stakeholder Engagement

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

District-Managed Turnaround Plan—Step 1 (TOP-1)

Names and affiliation of CAT members:

Petty, Michael - Florida Education Association
Underwood, Alexis - FEA President Bay County
Pam Chapman - School Sponsor
Noeli Urena - Sub group at school
Christy Ekeziel - Sub group at school
Rickey Rivers - Pastor
Andra Phillips - Director of Student Services
Linward Barnes - New Bethel Faith Based
Brenda Lewis Williams - Community Member
Shari Steele - Community business owner
Dwight Allen - Community member
Myron Guilford - Sheriff's Department
Karen Landry - Community Impact Consultant
Sheri Pender - Teacher
Charlotte Blue - Principal
Mark McQueen - Superintendent
Denise Kelley - Deputy Superintendent of Teaching and Learning
Heather Bethea - District SI
Veronica Mamone - Director of Elementary Instructional Services
Dr. Rachel Heide - State BSI RED

Dates of CAT meetings (held and upcoming meetings):

September 12, 2024 @ 5:00 PM
October 8, 2024 @ 3:00 PM
November 14, 2024 @ 1:00 PM
February 12, 2025 @ 3:00 PM
April 4, 2025 @ 1:00 PM
May 20, 2025 @ 5:00 PM

What school data was analyzed?

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

Identified causes of low performance:

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

District-Managed Turnaround Plan—Step 1 (TOP-1)

Recommendations for school improvement:

Overall:

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

Leader Support:

- Mentorship by an experienced, turnaround principal who increased her school grade from a D to an C in one year
- Support from Florida Atlantic University (FAU), Office of Educational Leadership Learning and Curriculum Associates Principal Academy to focus on furthering her knowledge and implementation of the Florida Educational Leadership Standards, as well as her instructional leadership capacity in teaching and learning
- Partnership with the FDOE's Bureau of School Improvement to conduct Instructional Reviews and focus on instructional practices of educators
- Professional Learning from expert Exceptional Student Services (ESE) professionals to include instructional and support personnel, scheduling, data collection, data disaggregation, instructional strategies, etc. Note: In June, BDS completed a comprehensive review of the ESE Program. Actions are currently underway to enhance student support and outcomes
- Targeted professional learning on effective and efficient Multi-Tiered System of Supports (MTSS) to ensure student growth in academic, behavioral, emotional, and life skills, as directed by the Florida Problem Solving/Response to Intervention (PS/RtI) Project
- EXCELlence in Learning (EXCEL) Walkthroughs conducted regularly to provide opportunity for district and school-level administrators to provide instructional feedback to teachers, identify district and school-wide trends to problem-solve and adjust instruction, and engage and develop instructional leadership practices around the FELS

Teacher Support:

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

District-Managed Turnaround Plan—Step 1 (TOP-1)

Student Support:

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

Other information:

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 learning 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 state academic 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 schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's state academic 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 state academic 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 1 (TOP-1)

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 learning plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

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

For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a VAM rating that is below effective is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with a VAM rating that is below effective is less than the state average.

The district shall ensure the instructional personnel who do not have a 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 instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

District-Managed Turnaround Plan—Step 1 (TOP-1)

Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

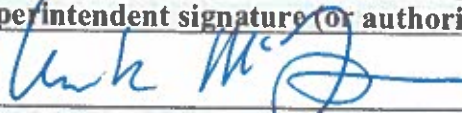
- An MOU pursuant to 1001.42(21), F.S. shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.
- The district must submit instructional rosters for this school no later than August 30.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.
- The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

VAM DATA- School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	2	1	1
School %	0%	50%	25%	25%
District %	9.81%	60.29%	15.98%	13.92%
State % **Data is from the State website. Date indicates 2022**	10.5%	63.4%	14.8%	11.3%

District-Managed Turnaround Plan—Step 1 (TOP-1)

Acknowledgement

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

Name and title of person responsible for completion and submission of TOP-1
Heather Bethea - Instructional Specialist for School Improvement
Contact information: email, phone number
bethehd@bay.k12.fl.us 850-767-4141
Date submitted to the Bureau of School Improvement (due September 1)
August 30, 2025
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)
Steve P. Now
Date approved by local school board
8/27/24