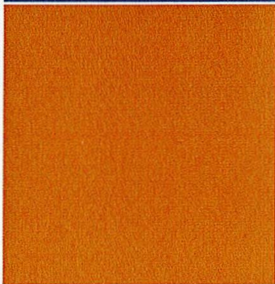


# TOP-1



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

[Duval County Public Schools]  
[Matthew Gilbert Middle School]

*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](mailto: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
Matthew Gilbert Middle School   1461

### 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.

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The goal of the Matthew W. Gilbert Middle School Community Assessment team is to provide targeted, actionable recommendations to guide improved student outcomes and school performance. A collaborative approach will be used to engage stakeholders in implementing comprehensive turnaround strategies that will address the specific needs of the Matthew Gilbert school community. Currently, schools are in the process of identifying stakeholders to join the team. These stakeholders will join district, school, and state team members (below) for meetings as follows:

### CAT Team Members

<b>Matthew Gilbert Middle CAT Team Members</b>		
<b>District Representatives</b>	<b>BSI Representatives</b>	<b>Community Representatives</b>
Latonya Parker, Principal	Cassandra Bruscha, BSI	, Community Member
Tiffany Sutton, Assistant Principal	Kristopher Henderson, BSI	, Parent
Denise Hall, Region Leadership	Eddie Keip, BSI	, Parent /Parent Liaison
Scott Schneider, Chief of Schools		Teacher/Staff Member
Laura Bowes, OSI		
Erin Royce, OSI		

### Proposed Meeting Dates\*

- October 24, 2024
- February 13, 2025
- May 15, 2025

\* The dates above are tentative. We will work with the school and the CAT Team to explore aligning dates with SAC, Mid-Year Reviews, and other family nights to increase participation. As a result, these dates may be adjusted based on the team member recommendations. A final schedule will be provided to the Regional Executive Director of BSI.

The analysis of school data will include CAT team members reviewing the academic performance data, attendance records, historical trend data, and other relevant data needed to understand the current and historical. Stakeholder feedback will be gathered from team members (teachers, parents, students, and community members) to also identify strengths, weaknesses, and areas for improvement. At the first meeting, team members will be provided historical data (below) and PM1 data. The supports being provided by the district, BSI, and the approved UniSIG budget will be shared with the team to generate further recommendations for improvements in school performance.

### Data

#### ESSA Subgroup Performance

School Name	ESSA Category (CSI, TSI or ATSI)	Total Number of Subgroups Missing the Target	Subgroups Missing the Target
MATTHEW W. GILBERT	CSI	4	Hispanic, Multiracial, Students with Disabilities, English Language Learners

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### State Assessment Data

School	English Language Arts Achievement	Mathematics Achievement	Science Achievement	Social Studies Achievement	Grade 2024	Baseline Grade 2023	Grade 2022
MATTHEW W. GILBERT	18	26	26	51	D	D	D

### Identified causes of low performance

- Attendance among students is inconsistent with many students missing more than 20 days annually.
- Fund a truancy officer who can monitor attendance, engage families, and determine resources to support students and families if needed.
- Teacher vacancies and attrition have resulted in multiple core content vacancies for the past two years. In addition, the school has been unsuccessful in keeping its two school counselor positions filled.
- Last year, the average years of experience for the instructional staff was 7.94 years. Thirty-one percent of the instructional staff are novice teachers having between 1-3 years of experience.
- Socioeconomic factors – 100% of the students that attend Matthew Gilbert Middle school are economically disadvantaged.
- The English Language population is increasing in this attendance zone. Teachers lack the experience to implement effective strategies for this population of students.
- Parental involvement at the school is sporadic and not consistent.
- Alignment of the rigor of the tasks to the benchmark/standard is inconsistent.
- MTSS process not consistently implemented.

### Recommendations for school improvement

- Implement an attendance campaign to motivate students and educate parents regarding the impact of missing school.
- Provide additional mentor support and professional development for all teachers with 1 to 5 years of experience.
- Fund an ESOL paraprofessional to support the implementation of strategies. In addition, provide resources to staff to improve teacher pedagogy in supporting this subgroup.
- Improved home to school connections (parent engagement, community partnerships, volunteer program) that begin with soliciting stakeholder feedback and crafting initiatives to improve parental involvement.
- MTSS professional development for teachers with ongoing district support. MTSS support with targeted interventions for students.
- Conduct reviews to determine the effectiveness of common planning. Based on those reviews, provided supports to improve instructional planning and implementation.
- Implement positive behavior support systems to ensure a safe and respectful school environment.
- Additional feedback and recommendations will come from the CAT team.

## District-Managed Turnaround Plan Assurances

### Assurance 1: District Capacity and Support

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The district must agree to ALL of the following assurances by checking the boxes below.

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.

### 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.

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### 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.

### 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](mailto: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 has submitted their growth model to the Bureau of School Improvement to determine if recruitment and retention incentives can be paid to staff without state VAM data. Once a determination is made, the district will determine if the draft MOU complies with 1001.42, Florida Statute which states, to free schools with a school grade of “D” or “F” from contract restrictions that limit the school’s ability to implement programs and strategies needed to improve student performance, a district school board may adopt salary incentives or other strategies that address the selection, placement, compensation, and expectations of instructional personnel and provide principals with the autonomy described in s. [1012.28\(8\)](#).

- 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.

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DCPS District – Percent NI & U= 27%



Matthew Gilbert

VAM DATA- School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	7	4	4
School %	6%	44%	25%	25%
District %	7%	66%	15%	12%
State %	10%	67%	14%	9%

Please Note: The district is in the process of reassigning teachers to a level below the district average.

### 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
Laura Bowes
Contact information: email, phone number
Email: <a href="mailto:bowesl@duvalschools.org">bowesl@duvalschools.org</a>   Phone: 904-390-2505
Date submitted to the Bureau of School Improvement (due September 1)
September 3, 2024 – Board Approval Date
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date approved by local school board
September 3, 2024