

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. 8g

DATE OF SCHOOL BOARD MEETING: August 27, 2024

TITLE OF AGENDA ITEM: TOP-1 GCSD (James A. Shanks Middle School)

DIVISION: Academic Services

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

(Type and Double Space)

The purpose of this item is to provide awareness of the Turn-around Option Plan (TOP) established for James A. Shanks Middle School. As required by statute, schools receiving a second school grade of "D" requires comprehensive school improvement support. The District has elected "District-managed Turn-around" (DMT) to support the improvement efforts. This plan identifies the strategies to be implemented.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Tammy McGriff, EdS

POSITION: Assistant Superintendent of Academic Services

INSTRUCTIONS TO BE COMPLETED BY PREPARER

___ 2 ___ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____



TOP-1



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

[Gadsden]
[James A. Shanks 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, 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

James A. Shanks Middle School/20-0211

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:

Dr. Rachel Heide, RED
Miss Camry Floyd, School Principal
Ms. Shantay Richardson, Parent
Mr. Ron Green, Community Partner
Mrs. Shereka Hutley-Williams, School Assistant Principal
Mrs. Joannette Thomas, District Federal Programs Director
Dr. Loietta Holmes, Director of Secondary Instruction

Dates of CAT meetings (held and upcoming meetings):

September 17, 2024
January 21, 2025
March 18, 2025
May 13, 2025

What school data was analyzed?

The school data analyzed to determine goals for the School Improvement Plan and the UniSIG application included progress monitoring data, student discipline data, student attendance data, and teacher certification data.

Identified causes of low performance:

The identified causes of low performance include:

- Lack of appropriate instructional strategies to meet the needs of fragile learners with adverse childhood experiences*
- Lack of foundational reading skills*
- Lack of support for ESE students*

Recommendations for school improvement:

- Provide support to new and beginning teachers through mentors and ongoing professional development in (1) pedagogy, (2) classroom management, (3) progress monitoring, and (4) building student resilience*
- Provide ongoing professional development in instructional strategies based on the science of reading*
- Provide ongoing support and professional learning for all instructional staff and leadership in high quality Tier I instruction supporting best possible student outcomes*
- Secure additional human resources and professional learning to support Tier II and Tier III interventions and acceleration to address instruction provided to all subgroups, with increased emphasis on Students with Disabilities (SWD) and English Language Learners (ELL).*
- Provide ongoing guidance and support to school administrators focused on leading a school in turnaround status*

Other information:

The Gadsden County School District recognizes that the foundational skills of early learners are vital to the success of students as they matriculate through middle and high schools. Research indicates that students who struggle with reading at Grade 3 are more likely to drop out of high school. To this end, the district has redirected its focus on building foundational skills by ensuring that students in grades prekindergarten through second receive immediate interventions when reading deficiencies are identified. Supplemental funding will support after school and summer instructional programs. Push-in and pull-out

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

support, provided by trained personnel will be available during the school day in the areas of ELA and mathematics. James A. Shanks Middle School will receive additional support provided by instructional specialists in reading and math. Instructional staff assigned to James A. Shanks have been reassigned to subject areas aligned with their certification and experience. Funds have been redirected to recruit and retain highly effective employees in order to improve instructional delivery and student performance. Parents will receive access to information that will assist them in supporting their children at home through community trainings.

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.

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 School Board approved a Recruitment and Retention Plan that frees the schools with grades “D” or “F” from contract restrictions. The plan was approved June 25, 2024. The allows schools and district to offer financial stipends to recruit and retain staff at schools with a grade of “D” or “F”.**

- 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	3	19	10	9
School %	7.3%	46.3%	24.4%	22%
District %	7%	49.1	21.6%	22.2%
State %	10.5%	63.4%	14.8%	11.3%

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

Name and title of person responsible for completion and submission of TOP-1

Tammy McGriff

Contact information: email, phone number

mcgriff@gcpsmail.com
(850) 627-9651, ext. 1278

Date submitted to the Bureau of School Improvement (due September 1)

August 28, 2024

Superintendent signature (or authorized representative)

Elpidio A.

Local School Board Chair Signature (or authorized representative)

Karena D. Duff

Date approved by local school board

8/27/24