



## District-Managed Turnaround Plan – Step 2 (TOP-2)

[Bay]  
[Oscar Patterson Academy]

*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 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 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
Oscar Patterson Academy/0391

**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. Transformational 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.

### 1. Transformational Leadership:

The administrative team has a history of transformational leadership at underperforming schools. Mrs. Blue (Principal) and Mrs. Rivers (Assistant Principal) have prior proven experience working together to turn around schools, moving a school to C status.

### 2. Standards-based Instruction and Learning:

Priorities have been made in the master schedule to include intervention/acceleration and enrichment time daily in math and reading, as well as collaborative planning and Professional Learning Community days. Oscar Patterson Academy has implemented extended learning time, increasing the instructional day by 15 minutes. Beginning in October, after-school tutoring will be provided with food and transportation available. Two Master teachers have been allocated to Patterson to provide job-embedded coaching and instructional support. These master teachers also work with a targeted group of students each day to ensure learning and provide a model classroom.

### 3. Positive Culture and Environment:

Increased personnel and resources for mental health and behavioral support are on campus and working with students daily. Bay District Schools has also partnered with Elevate Bay to provide mentors for the students at Patterson to provide a positive role model to check in with them regularly at school. Oscar Patterson Academy is using the PBIS system of Core essentials for character instruction and the Ron Clark House system along with class dojo to structure their student behavior incentives.

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

**Using the district adopted curriculum:** Teachers have shown evidence of using the district adopted curriculum during walkthroughs. To reinforce and supplement this, content coaches are meeting with OPA teachers during collaborative planning on Wednesdays and Grade level data PLCs on Tuesdays. During this time, the coaches will assist with alignment to the state standards and better lesson planning,

**Walkthroughs and feedback:** This year, the administration is prioritizing classroom walkthroughs with timely specific feedback to the teachers to support them in their teaching.

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

**PLCs:** PLCs at Patterson were not structured in a way that best supported the needs of the teachers. This school year, each grade level meets during the week to look at students' data on a rotating cycle of once a month (Week 1: Behavior/Attendance, Week 2: English Language Arts, Week 3: Math, Week 4: Science/SS). The goal with this is to identify student strengths and areas for growth through the lens of each content area. The teachers are supported in these PLCs by administration and academic/behavior interventionists. The teachers then also meet as a content PLC once a week to make sure instruction is aligned to the standards. In these PLCs, the teachers are supported by district content instructional specialists as well as school interventionists, administration and the literacy coach. Patterson has also added a collaborative planning day where teachers will focus on lesson planning as a grade group.

**Time management:** Through the abundance of meetings and administration duties, one area that has been noted for needing improvement is time management, delegation of administrative duties and prioritizing time. The principal will be working with the regional BSI team to discuss scheduling and dissemination of duties to improve time management and efficiency in completing tasks.

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<b>Historical School Grade Data</b>									
<b>English Language Arts Achievement</b>				<b>Mathematics Achievement</b>			<b>Science Achievement</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>3rd</b>	N/A	N/A	30	N/A	N/A	28			
<b>4th</b>	N/A	N/A	N/A	N/A	N/A	N/A			
<b>5th</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Overall</b>	N/A	N/A	30	N/A	N/A	28	<b>School Grade:</b>		
<b>Learning Gains</b>							<b>Year</b>	<b>%</b>	<b>Grade</b>
<b>Overall</b>	N/A	N/A	N/A	N/A	N/A	N/A	<b>21-22</b>	N/A	N/A
<b>Lowest Quartile (L25) Learning Gains</b>							<b>22-23</b>	N/A	N/A
<b>Overall</b>			N/A			N/A	<b>23-24</b>	29	F

**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.**

**Accountable and Shared Leadership:**  
 The district leadership team, which includes the superintendent and district leadership, has an integral and active role in school improvement. This team includes leadership over curriculum, general and special education, student services, human resources, professional development and other areas relevant to school improvement. The district leadership team develops and implements the district-managed turnaround plan. The district has a School Improvement Specialist to support the turnaround effort at the district level.

**Standards-based Instruction and Learning (for student and adult learners):**  
 The district has ensured that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district has implemented instructional programs that are proven to be effective with high-poverty, at-risk students using ESSA's evidence-based levels. The district will demonstrate Florida's Standards alignment across grade levels to support background knowledge in social studies, science and the arts.

**Positive Culture and Environment:**

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The district ensures that all students are educated in a positive climate and environment. This is achieved through daily character education with Core Essentials, schoolwide expectations that are consistently enforced, and implementation of PBIS- Positive Behavioral Interventions and Supports with the Ron Clark House System. Each school in Bay County has been assigned a site-based behavioral team of licensed and/or certified mental health wellness team members.

### **Part B.**

Each assurance outlined in the TOP-1 form for district-managed turnaround is addressed in the 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:**

In Oscar Patterson's SIP, the areas of focus of instructional practices are math and ELA as required by RAISE. As outlined in this TOP plan, coaches, master teachers, and effective teachers have been recruited to support the strengthening of tier 1 instruction. Specific intervention time provided to students focused on their specific gaps will also support their areas of FOCUS.

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

Needs for support are determined using district-level data, such as walkthrough data, progress monitoring data and regular communication with the Principal and Assistant Principal's, regular attendance, and facilitation of grade-level PLC's and/or building visits. When Patterson is identified as in need of support, the appropriate Director of Instruction and Instructional Specialist will collaborate to plan and schedule support with the teacher, team, or administrator at the school level. Patterson has extensive support on campus including an Academic Coach, Behavior Interventionist, and an Academic Interventionist. These personnel work closely with the District Instructional Specialists to ensure that Patterson is receiving the necessary support to meet the student and staff needs.

## 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.

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X 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.

X 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 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 state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida’s state academic standards that will be used in the school.
6. 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.
7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

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### Assurance 1: Narrative of District Capacity and Support

#### **Describe the district leadership team and its role in implementing the DMT plan:**

The district leadership team includes the following members; Deputy Superintendent, Director of Elementary Curriculum and Instruction, Director of Federal Programs, Instructional Specialists for each content area, Instructional Specialist for MTSS, Instructional Specialist for School Improvement, and District Administrator of Strategic Planning overseeing implementation of programs and initiatives funded by UniSIG. This team meets weekly to discuss support provided, areas of need identified, analyze available data, ensure supports align with needs, and develop action plans to address the specific needs.

#### **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:**

Each teacher that agrees to teach at a Turnaround School in Bay County must sign an MOU that outlines agreements made in regards to staffing, scheduling, and budgeting. This agreement includes:

The District and/or External Partner/Operator has the freedom to structure the length of the school day for students and teachers in order to implement new strategies and curriculum to address student learning. This may include extending the instructional load up to 360 minutes per day.

- Upon initial appointment of a new principal, he/she shall have discretion to renew contracts or initiate transfers for any and all instructional positions. Those instructional staff members who are continuing contract teachers or who may have been renewed by the previous principal prior to school grades being released will be employed within the district.
- The District and/or External Partner/Operator may recruit and hire qualified teachers who meet certification requirements. Vacancies that occur shall be advertised in accordance with the contract, but may be filled after forty-eight hours (2 work days), if an available, certified and qualified applicant is available.
- The principal has the authority to select qualified instructional applicants or to refuse the placement or transfer of instructional personnel. The school average of teachers with a state VAM must at least mirror the district's state VAM average or may exceed HE/E percentages. For those without a state VAM, principals shall hire teachers who received an overall evaluation rating of HE or E in the most recent year available, if such data exists.
- Once a teacher signs a contract at a school rated D or F, he/she shall adhere to the assignment for the duration of that contract year. He/she may not apply, interview, or accept an instructional position within the Bay District Schools for that contracted school year without the principal's permission. After a year of service, a teacher wishing to transfer at the end of the year may apply for any position.
- If at any time, the principal decides the teacher is not to be retained, the teacher, unless they are in probationary status, will be transferred to another position within the district. The Executive Director of HR will work with the teacher to determine the most appropriate placement and every effort will be made to place the teacher in a position for which he or she is certified.
- In the case of an External Operator (E.O.), instructional staff evaluated by the E.O. will use the Bay District Schools evaluation system, unless otherwise directed by D.O.E.
- Teachers shall adhere to the District and/or External Partner/Operator's curricular/instructional expectations including but not limited to:
  - following district curriculum and district pacing guides, district lesson planning protocols (unless otherwise directed by an External Partner/Operator);
  - devoting reasonable time to additional professional development and preparatory time required to achieve and maintain high-quality education. This shall not exceed 32 hours per nine weeks and shall be approved by the district office. Teachers will also be afforded regular

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preparatory time during their workday as defined by the ABCE contract. Such preparatory time may include common planning periods. Teachers shall be paid in accordance with the contract for weekend and/or summer PD.

- participating in academic coaching and improvement cycles including the use of electronic recording devices for the sole purposes of professional development. Teachers shall be given 24 hours' notice prior to the use of the electronic device and each individual teacher shall not be recorded more than three times per nine-week grading period unless the teacher requests additional recordings. Educational Emergency Contract- District Managed Turnaround Years 1 and 2
- participating in announced and unannounced walkthroughs using data collection forms which may be used in teacher evaluations (appropriate and timely written feedback will be provided to teachers); completing home visitations by teachers may be required but shall not be completed in isolation. An SRD, social worker, parent liaison, guidance counselor or administrator, must be in attendance with the teacher. Teachers shall receive training on home visitations before being required to perform such visitations. Instructional staff participating in home visits shall be offered compensatory time.

Recruitment/Retention Bonuses (for Schools in Comprehensive Support and Improvement Tier 1 SI or District Managed Turnaround Status):

- The total amount of the bonuses will not exceed \$500,000.00 annually. This amount does not include Turnaround Years 3 or more.
- Teachers selected to work at these schools shall receive a bonus of up to \$5,000.00. Beginning in the 2019-2020 school year, teachers at schools rated with a first-year school grade of D, Comprehensive Support and Improvement Tier 1 SI schools, shall receive a one-half share of the bonus paid to teachers at a District Managed Turnaround School. The full amount of the bonus will be paid for teachers who work the full school year and those who work less than the full school year will receive a pro-rated amount. Payment of the bonus shall begin with the second paycheck after the FTE mini count.
- If the school grade increases to "C" or better, and at the recommendation of the Superintendent and the approval of the Board, a one-half share bonus will be given to returning instructional staff and newly recruited instructional staff. Bonus payments will begin within two pay periods of the release and finalization of school grades and prorated accordingly for late hires.
- For the purpose of the recruitment/retention bonus, the term "teacher" is defined as all personnel paid on the Instructional Salary Schedule.

Teachers selected to work at identified CS&I schools and meet ALL of the eligibility criteria outlined within the MOU will be paid a classroom teacher bonus of \$15,000 for Tier 2 schools.

**Identify how the new or revised instructional programs align to Florida's state academic standards for ELA, mathematics, social studies and science; the research that shows it to be effective with schools that are low-performing with students of similar demographics; and how they are different from the previous programs:**

*K-5 HMH Into Reading*, the approved curriculum materials are based on the scientific research and evidence of reading/literacy instruction. The adopted ELA curriculum materials follow an evidence-based sequence of instruction in the components of reading. The ELA team provides pacing guides and resources to guide schools, teams, and PLCs in scheduling and utilizing 90 uninterrupted minutes of ELA instruction. For the 2024-2025 school year, K-2 will use UFLI Foundations for the instruction of phonics. All instructors had full- day training on use and implementation. Bay District has continued on-going professional learning to all math instructors on the BEST Math standards and Mathematical Thinking and

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Reasoning Standards. All instructors have been trained to use the BIG Materials which includes Tiers of Instruction. Teachers are using this as their guide as they plan for and implement standards-based instruction on the Benchmarks. The curriculum pacing guides have been adjusted to ensure that students receive instruction on each Benchmark throughout the school year. Additionally, district and school based walk-through forms have been adjusted to ensure that educational leaders are observing the Mathematical Thinking and Reasoning Standards and BIG Materials as they observe in classrooms. BDS utilizes the FDOE approved Gallopade curriculum for K5 social studies. District-wide curriculum guides have been developed with the Gallopade curriculum as the core resources to help guide instruction. For science instruction in BDS, we adhere to Florida's State Academic Standards for Science (NGSSS) utilizing the Pearson Elevate textbook for K-5 aligned to our district pacing guides. All state-adopted and supplemental resources (such as Mystery Science or CPALMs original tutorials) are organized within curriculum maps and are the framework of ongoing Science professional learning with elementary science liaisons throughout the year.

### **Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8):**

Based on our approved Comprehensive Reading Plan:

#### **Florida's Revised Formula For Success - Part B**

- K-12 reading instruction will align with Florida's Revised Formula for Success, 6+ 4+ T1 +T2 + T3, which includes the following:

**Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

**Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;

**Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

**Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and

**Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

### **Identify progress monitoring and summative assessments aligned to Florida's state academic standards that will be used in the school:**

District Common Assessments have been developed based on the FL BEST Standards for reading, math and science. Each subject area has an extensive Curriculum Map and Pacing Guide that have been carefully

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crafted to ensure that all students receive standards-based instruction and that district common assessments align with those standards. In addition, each students' progress will be monitored 3 times per year through the iReady Diagnostic platform along with the new FAST Assessment. Students' reading progress is monitored through the following Assessments:

Name of Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FAST- STAR	K-2	Screener, progress monitoring, summative	Oral language, phonological awareness, phonics, fluency, vocabulary, comprehension	3 times a year
i-Ready	K-2	Screener, progress monitoring, diagnostic	Phonological awareness, comprehension	3 times a year
i-Ready	K-8 (6-8 only intensive reading students)	Screener, progress monitoring, diagnostic	Phonics, fluency, vocabulary, comprehension	3 times a year
FAST	3-10	Screener, progress monitoring,	Vocabulary, comprehension	3 times a year
DIBELS Next	K-8 based on MTSS need as appropriate	Progress monitoring, diagnostic	Phonological awareness, phonics, fluency, vocabulary, comprehension	Weekly, monthly

**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:**

Patterson will receive priority scheduling and more support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. Additional allocation, above and beyond personnel, is planned for expenditures on interventions. Patterson is provided with a site based Literacy Coach and Academic Interventionist. Additionally, UniSIG and Educational Enrichment Allocation funding allow for the addition of support staff to provide additional small groups, targeted instruction and interventions in every classroom. These support staff members receive on-going training from district Instructional Specialists and Program Specialists for implementation of FCRR materials, and other evidence based programs (UFLI Foundations etc.).

**District-Managed Turnaround Plan—Step 2 (TOP-2)****Explain the district’s allocation of supports and resources and how they align to the specific needs of the school:**

Needs for support are determined using district-level data, including but not limited to, walkthrough data and progress monitoring data and regular communication with the administration, participation of grade-level PLCs. When Patterson is identified as in need of support, the appropriate Director of Instruction and Instructional Specialist collaborate to plan and schedule support with the teacher, team, or administrator at the school level. Patterson has extensive support on campus including Academic Coach, Behavior Interventionist, and Academic Interventionist. These personnel work closely with the District Instructional Specialists to ensure that Patterson is receiving the necessary support.

**Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive****Evidence-based Reading Plan:**

Patterson follows the district Comprehensive Evidence-Based Reading Plan. The district identifies K-3 students with a substantial deficiency in reading based on a variety of student and school achievement data (Florida coordinated progress monitoring data, MTSS/RtI, iReady, DIBELS, FAST scores where applicable, FAST-STAR, as well as classroom level data). A triangulation of data is used with the assessment/curriculum decision trees in collaboration with the district MTSS plan and processes to identify students with a substantial deficiency in reading in Grades K-3 based on the K-2 and 3-5 Comprehensive Evidence-Based Reading Plan (CERP) decision trees.

If students struggle with core instruction based on data analysis, a multi-tiered system of support is employed. At all levels, student progress is monitored in PLC meetings and MTSS data chats. With guidance, assistance, and monitoring from district-level staff, and MTSS personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier 1, Tier 2, or Tier 3 levels of support for students.

Patterson will receive priority scheduling and increased support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. Additional allocation, above and beyond personnel, is planned for expenditures on interventions and intensive interventions, with a prioritization for Patterson.

**Identify and describe the district policies and practices that will need to be reviewed and changed to support the school:**

The policies and practices that were reviewed and changed are outlined in the MOU signed by teachers prior to the start of the school year. Some of these policies include:

*The District and/or External Partner/Operator has the freedom to structure the length of the school day for students and teachers in order to implement new strategies and curriculum to address student learning. This may include extending the instructional load up to 360 minutes per day.*

This change required collaboration with the transportation department in order to ensure that the busing of students based on the extended day would not be interrupted.

*Teachers shall adhere to the District curricular/instructional expectations including but not limited to:*

- *devoting reasonable time to additional professional development and preparatory time required to achieve and maintain high-quality education. This shall not exceed 32 hours per nine weeks, and*

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*shall be approved by the district office. Teachers will also be afforded regular preparatory time during their work day as defined by the ABCE contract. Such preparatory time may include common planning periods. Teachers shall be paid in accordance with the contract for weekend and/or summer PD.*

- *participating in academic coaching and improvement cycles including the use of electronic recording devices for the sole purposes of professional development. Teachers shall be given 24 hours' notice prior to the use of the electronic device and each individual teacher shall not be recorded more than three times per nine week grading period, unless the teacher requests additional recordings.*

The school-based positions that support instruction will work closely with the district-based Instructional Specialist to ensure that teachers and support staff receive quality and timely professional learning and support as needs are identified.

**Describe the system that the district will put in place to review and monitor the effectiveness of the support:**

Quantitative and qualitative data collected through regularly scheduled walk-throughs, attendance of grade-level PLCs and monitoring of district and state assessment data is reviewed at the school and district level as needed to identify levels of implementation and areas in need of improvement. Needs and levels of support are differentiated and provided by the appropriate district specialist.

**Assurance 2: School Capacity-Leaders and Educators**

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

**Leaders**

X 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.

X 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.

X 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**

X The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

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X 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.

X The district shall ensure the instructional staff who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

X 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.

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

**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 has a proven record of success in turnaround schools and the qualifications to support the student population being 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**

**Has the principal been retained or replaced? Include the principal’s name and start date, selection process and leadership experience.**

**Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.**

Charlotte Blue was hired as the principal on June 1, 2022. A principal change verification form was submitted to the Bureau of School Improvement outlining her leadership experience and rationale for continuing her placement.

Ms. Blue was selected to be appointed as a turnaround principal after considering her own experience with leading the success of turnaround of Oscar Patterson Elementary in 2018. Ms. Blue has worked for Bay District Schools since August 2001, serving as an ESE teacher, intervention teacher (MTSS), and

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district ESE Teacher from 2001-2017. In August 2017, Ms. Blue began her administrative career as the assistant administrator at Oscar Patterson Elementary Magnet and then was promoted in 2022 to principal when Oscar Patterson Academy was opened. During her time as principal at Oscar Patterson Elementary Magnet, she supported the improvement and turnaround of Oscar Patterson Elementary Magnet to a C for 2017-2018 school year. Ms. Blue’s experiences and education has led a career within Bay District Schools that supports the needs of all students and an understanding of how to reach students. Her decisions as a school leader always puts students first and what is best for all..

**Will other members of the school leadership team be retained or replaced and when? Explain the team’s turnaround experience.**

The Assistant Principal was replaced with Darnita Rivers for the 2024-2025 school year. Patterson has been allocated an additional Assistant Principal for the 2024-2025 school year. Patterson has added a site-based Literacy Coach and an Academic Interventionist.

**Does the district offer incentives to attract and retain principals willing to lead a turnaround school?**

Bay District has an agreed upon incentive for Educational Leaders of schools identified as CS&I and receive support from the Bureau of School Improvement.

**DIFFERENTIATED PAY FOR BAY DISTRICT SCHOOL-BASED PRINCIPALS, ASSISTANT PRINCIPALS, AND/OR ASSISTANT ADMINISTRATORS LEADING SCHOOLS THAT HAVE BEEN RATED BY THE FLDOE AS A “D” OR AN “F” AND ARE IN DIFFERENTIATED ACCOUNTABILITY OR ARE OPERATING IN TURNAROUND STATUS AS DEFINED BY THE FLDOE**

- In order to better assist schools in Turnaround Status as defined by the Florida Department of Education, the Superintendent may assign a one-time supplement of up to \$10,000.00 (paid throughout the school year) to principals and up to \$5,000.00 (paid throughout the school year) to assistant principals and/or assistant administrators **recommended by the Superintendent to transfer and lead schools in Turnaround Status.**
- Principals, assistant principals, and/or assistant administrators who **previously transferred or are currently assigned to a school in Differentiated Accountability or Turnaround Status** may be assigned a supplement by the Superintendent of up to \$5,000.00 for the principal and up to \$2,500.00 for the assistant principal and/or assistant administrator.
- When the school grade increases to “C” or better, the school exits **Differentiated Accountability or Turnaround Status. At the recommendation of the Superintendent and the approval of the Board, a recruitment/retention bonus** in the amount of up to \$5,000.00 for the principal and up to \$2,500.00 for the assistant principal and/or assistant administrator may be paid for the year following the D or F school grade rating.

**School-based principals, assistant principals, and/or assistant administrators are only eligible to receive one (1) Turnaround Status supplement per year and eligibility will be evaluated on a yearly basis.**

**How does the district build the capacity of turnaround leaders?**

**Principals**

- Monthly principal meetings to include sessions by our partners in improvement
  - Florida Atlantic University, Office of Educational Leadership Learning
  - Curriculum Associates

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### Assistant Principals & Assistant Administrators

- Monthly administrator meetings to include professional learning content and application sessions through classroom walkthroughs
- Monthly guidance meetings with EC Counseling and Wellness

### Monthly Topics

- Leading the PLC Process
- Preparing Your Staff for Walkthroughs
- Essential Standards and Skills: Rigorous Alignment & Instructional Vision
- Practice Walkthroughs
- Providing Feedback: Roleplaying Conversations
- Data Analysis
- Setting PLC Agendas
- Systems of Support
- Leadership Team & Functions
- MTSS Team and Functions
- Systems of Inquiry
- Instructional Coaching for Leaders

### Additional Supports:

- Weekly virtual check-in meetings to ensure consistent messaging
- ESE Review and PS/RtI Partnership

### What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?

The principal is given full autonomy for hiring instructional staff. The district did support the recruitment of effective and highly effective teachers with an intentional email and offering teachers a \$15,000 incentive to teach at a tier 2 school. District leadership collaborated with the principal to determine leadership positions.

### 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?

If the school's grade does not improve, the district will evaluate the effectiveness of the individual members of the Leadership Team and make changes to the team as needed.

### 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?

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2. How does the district ensure students at this school are instructed by 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 instructional personnel with VAM ratings of Highly Effective or Effective instructional personnel to reduce turnover at turnaround schools?

### Assurance 2: Narrative-School Capacity- Educators

**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?**

The District has an MOU outlining the exceptions that are made for schools in CS&I:

Upon initial appointment of a new principal, he/she shall have discretion to renew contracts or initiate transfers for any and all instructional positions. Those instructional staff members who are continuing contract teachers or who may have been renewed by the previous principal prior to school grades being released will be employed within the district.

- The District and/or External Partner/Operator may recruit and hire qualified teachers who meet certification requirements. Vacancies that occur shall be advertised in accordance with the contract, but may be filled after forty-eight hours (2 work days), if an available, certified and qualified applicant is available.
- The principal has the authority to select qualified instructional applicants or to refuse the placement or transfer of instructional personnel. The school average of teachers with a state VAM must at least mirror the district's state VAM average or may exceed HE/E percentages. For those without a state VAM, principals shall hire teachers who received an overall evaluation rating of HE or E in the most recent year available, if such data exists.

**How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise?**

When an unexpected vacancy occurs, all efforts are made to quickly hire the most qualified candidate (E or HE teachers) to fill the vacant position. In the interim, classes may be covered by academic coach, interventionist or long-term subs that receive extensive support from the academic coach and support from grade level PLCs.

**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?**

As outlined previously, teachers selected to work at identified CS&I schools and meet ALL of the eligibility criteria outlined within the MOU will be paid a classroom teacher bonus of \$15,000 for Tier 2 schools.

Recruitment/Retention Bonuses (for Schools in Comprehensive Support and Improvement Tier I SI or District Managed Turnaround Status):

- The total amount of the bonuses will not exceed \$500,000.00 annually. This amount does not include Turnaround Years 3 or more.
- Teachers selected to work at these schools shall receive a bonus of up to \$5,000.00. Beginning in the 2019-2020 school year, teachers at schools rated with a first-year school grade of D.

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Comprehensive Support and Improvement Tier 1 SI schools, shall receive a one-half share of the bonus paid to teachers at a District Managed Turnaround School. The full amount of the bonus will be paid for teachers who work the full school year and those who work less than the full school year will receive a prorated amount. Payment of the bonus shall begin with the second paycheck after the FTE mini count.

- If the school grade increases to "C" or better, and at the recommendation of the Superintendent and the approval of the Board, a one-half share bonus will be given to returning instructional staff and newly-recruited instructional staff. Bonus payments will begin within two pay periods of the release and finalization of school grades and prorated accordingly for late hires.

### **Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective instructional personnel to reduce turnover at turnaround schools?**

The district offers the \$15,000 for Core-Content teachers, but does not offer additional incentives for HE and E VAM scores outside what is awarded by the DOE through the Supplemental Teacher Allocation.

### **Assurance 2: Verification-School Capacity- Educators**

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

1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?
2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

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

The District emailed all Effective and Highly Effective in the district based on the state VAM and was invited to join Patterson. Through this effort Bay District was able to place 4 E teachers at Patterson.

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

Two teachers were reassigned for VAM ratings of Needs Improvement and Unsatisfactory. Two other underperforming teachers were also removed for Effective teachers to join to Oscar Patterson Academy's faculty.

### **Confirm that all reassigned instructional personnel were not reassigned to SI schools.**

The two teachers removed were not assigned to any other SI School.

### **How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?**

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


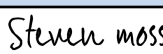
The district is working to recruit effective, certified instructional personnel for the remaining ESE PreK and ASD PreK classes.

**Fill out the table below to verify the VAM classification data.**

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	5	0	0
School %	0%	50%	0%	0%
District %	9.81%	60.29%	15.98%	13.92%
State %	10.5%	63.4%	14.8%	11.3%

**Acknowledgement**

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

<b>Name and title of person responsible for completing and submission of the TOP-2</b>	
Heather Betha, Instructional Specialist for School Improvement	
<b>Contact information: email, phone number</b>	
bethehd@bay.k12.fl.us 850-767-4141	
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>	
September 30, 2024	
<b>Superintendent signature (or authorized representative)</b>	
	By Direction, Dan Fuller GM Purchasing Contracting & Mtls. Mgmt
<b>Local School Board Chair Signature (or authorized representative)</b>	
signed by:  3495D86DC9154C1...	Steve Moss, Chairman

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

<b>Date local school board approved</b>
September 24, 2024