



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

Palm Beach  
Roosevelt Elementary

*Due-October 1*

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective December (date)

## 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
Roosevelt Elementary - 0341

### 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.

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

The analysis of qualitative data collected through teacher interviews conducted by the current School Principal, review of School Effectiveness Surveys, and Classroom Observations data from FY24 were utilized to review instructional practices that are beneficial for improving student achievement. The School-Based Leadership Team and the District Team will continue to analyze data and review results with SAC Members and the CAT Team. The school performance data analyzed included:

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

- FAST Data from FY23 & FY24
- District Unit Standard Assessment (USA) & Checkpoints
- iReady Data
- School data depicted in Table 1 below

**Table 1: Roosevelt School Grades Achievement Data**

	Roosevelt Grade						District Grade					
	2018	2019	2021	2022	2023	2024	2018	2019	2021	2022	2023	2024
Grade	B	C	NA	D	F	D	A	A	NA	A	B	A
ELA	35	28	25	23	18	22	58	59	54	56	52	57
Math	61	52	21	33	24	24	62	63	47	54	53	59
Science	35	24	22	30	14	9	62	59	53	53	56	60

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

Student groups that received instruction from high-quality instructors made gains and improved academically. The instruction was provided by a highly qualified teacher from January to May. The school would benefit from improving Tier 1 Instruction and the implementation of interventions that are consistent and monitored.

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

The utilization of teachers who are not highly effective or effective in providing Tier 1 instruction has proven ineffective. Teachers who do not have a highly effective or effective VAM will be re-evaluated for transfer out of the school. A system of support will be developed to support new teachers. This system will include support from the Regional and District Offices.

Ensure all school instructional and non-instructional positions are filled with highly effective staff members, provide time for consistent Professional Learning Communities that are well planned and executed to ensure instruction improves, monitor and develop plans to improve student attendance and punctuality, and create a Single School Culture with high expectations for students academically and behaviorally. Tier 1 instruction and student interventions targeted and monitored with fidelity will be a focus for FY25. Tier 1 instruction will be addressed with scheduled teacher planning, consistent PLCs, coaching cycles, and continuous and data-driven feedback. Tier 1 instruction and planning will ensure high-quality initial classroom instruction based on research-based curriculum strategies. Data-driven interventions include 1 on 1, small group, classroom-based, behavioral, social and emotional, and collaborative interventions.

School-based team referrals and interventions that focus on discipline-related matters have proven to be ineffective in improving student achievement. Weak Tier 1 instruction has resulted in increased discipline-related issues. A focus on standards-based instruction that is well-planned and executed with fidelity will be a focus. Teachers who need additional support will have a Professional Development Plan created that allows for improvement areas to be documented and supported with coaching and mentoring. The school will utilize the components of Positive Behavior Support (PBIS)

### Implementation Plan

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

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. The District Manage Turnaround Plan

The needs assessment results will be addressed in three categories:

- Accountable and shared leadership
- Standards-based instruction and learning
- Positive culture and learning environment

#### Accountable and Shared Leadership

Teachers, staff, parents, students, and school-based leadership will consistently collaborate to solve problems at the school. The SAC, CAT Team, School-Based Leadership Team, and District Leadership will meet at a minimum of once a month, ensuring everyone is regularly updated and involved. These meetings will focus on data, trends, and evidence of standards-based instruction and interventions for students. The problem-solving process will be managed with a GANTT chart, allowing all school-based constituents to be accountable. The Leadership Team will use the online platform that summarizes classroom walkthroughs and observations to ascertain areas of strength, areas needing improvement, and specific instructional components requiring additional training and support. The training and support needed will be discussed amongst this team to ensure fidelity of implementation and follow-through.

#### Standards-based Instruction and Learning

Standards-based instruction will begin with PLCs that are guided by Master Teachers and Administrators for all subjects and grade levels. The PLC process will consist of data review, teacher modeling of standards-based instruction and support, etc. The PLC process will work to address four questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Administrators (District and School) will use a consistent walkthrough form to monitor instruction. The data will be collected and summarized into a spreadsheet that allows for problem-solving areas of weakness in instructional practices. These areas of weakness will be addressed through teacher development plans, coaching, modeling, classroom support, and instructor changes if necessary.

Data Analysis will be a part of all Leadership Team Meetings, BSI Meetings, District Instructional Reviews, and grade/subject classroom walkthroughs.

#### Positive Culture and Learning Environment

Creating a positive culture and learning environment is essential to improving students' academic outcomes, reducing problematic behaviors of students, increasing students' interest in learning, strengthening student and teacher relationships, and improving student attendance rates.

- *Teachers' Role in Creating a Positive Culture and Learning Environment* is crucial. Teachers who are hired will be selected carefully to ensure they possess skills such as a positive attitude, practical skills,

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

and motivation. Teacher accountability for student performance and the overall learning environment. PBCSD Human Resources, Transformation Office, Regional Office, and Professional Development teams will work to support school-based leadership in hiring, recruiting, Monthly Huddles for new teachers, and sustaining high-quality instructional staff. Teachers will work one-on-one with academic mentors and staff developers to assist them with improving their instructional practices and pedagogy.

- New teachers and teachers with less than three years will participate in a comprehensive training program that provides support in key pillars of effective instruction. These targeted areas include planning beyond the PLC, intentional planning that meets the needs of assigned students, and data analysis for targeted small-group instruction. The support will consist of an onboarding training for all teachers. The teachers will also participate in training modules that will be conducted during after-school PLCs, and classroom walkthroughs that focus on instructional look-fors will be reviewed weekly with teachers, and specific feedback provided with support.
- *Parent's Role in Creating a Positive Culture and Learning Environment* is crucial. Parents will participate in the following ways: data chats with the classroom teacher, Class DoJo to ensure daily communication, Report Card Nights with Parents, School Advisor Council Meetings, CAT Team Meetings, etc. Parents also participate in intervention meetings that allow teachers to share the areas of deficiency in literacy and mathematics. Parents will also participate in three Parent workshops focusing on ways to help students at home with accountable lessons and practice.
- *Student's Role in Creating a Positive Culture and Learning Environment* is crucial. Students will participate in social-emotional groups based on need, and positive acknowledgments of student behavior will be consistent weekly, monthly, and each trimester. Teachers will engage students with the necessary skills to improve their skills through social-emotional strategies. A Behavior Coach, School Counselor, and Parent Liaison will work to familiarize students with these skills. Teachers will be trained to include daily strategies and activities that help students develop empathy, reliability, respect, concern, and a positive sense of humor.

### Part B.

The following assurances are outlined in TOPS 1 and further details are included below:

#### Assurance 1

- The District has assigned District Leadership team members to be integral in planning for school improvement. The team is composed of the Deputy Superintendent, Regional Superintendent, Human Resources Staff, Curriculum Managers and Specialists, Teacher Professional Development Team members, and Communications Department staff to help with improvement efforts.
- The District Leadership team will review the turnaround plan at regularly scheduled meetings with BSI Team Members and other thought partners.
- The School Transformation Director is assigned to the role of Turnaround Administrator at the District level. She reports to the Deputy Superintendent and Superintendent.
- The Curriculum and instructional programs align with Florida's state academic standards for English Language Arts (ELA), mathematics, social studies, and science. All programs and textbooks have been Board-approved and are in alignment with research-based practices.
- The District will administer and monitor progress monitoring assessments (USA's, FSQ's, FAST, etc.) that are aligned to Florida's state academic standards in ELA, mathematics, social studies, and science for all students.

#### Assurance 2

- The School Principal was changed in FY 23-24 in an effort to improve school performance. The Principal for FY24 resigned at the end of the school year. A Turnaround Principal with a proven track

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

record of school improvement was appointed for FY25. The District completed the School Principal Verification Form and upon its approval appointed a new School Principal who started in July 2024.

- Teacher data and performance were reviewed and two teachers were removed from the instructional team. These two teachers were replaced with instructional staff who had a VAM rating of highly effective or effective.

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:

The SIP and TOP-2 Plan are correlated, and both outline the following:

- A need for teacher development of instructional practices.
- Training and staff development to ensure that Tier 1 Instruction is improved.
- Interventions need to be clearly outlined based on student needs. A plan must exist that ensures these interventions are implemented with fidelity. Data is monitored consistently to ensure that students' academic outcomes are improving.

The District and school leadership teams are working together to implement plans to improve the student performance outcomes at the school. The district and school-based team participates in regular meetings that review the overall goals and progress towards meeting those goals. Implementation efforts are being supported with additional staff members assigned to support the initiatives above and within the TOP-2 Plan. The District Team is also alerting all departments that Roosevelt is a top priority, and any work, initiatives, or processes involving the school are top priority. The data from the school will be outlined and monitored by a collective group that consists of District, Transformation, and School Team Members. Most importantly, the team will make changes when data indicates that student academic outcomes are not improving.

## 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 School 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

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

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 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.

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

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

The District Leadership team has an integral role in implementing the DMT plan. The District Team meets weekly with the School-Based Leadership Team. It includes feedback from the CAT to determine ways to help improve the academic outcomes for students at Roosevelt Elementary.

- The District has allowed for flexibility in staffing, scheduling, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes.
- There has been a Board approved Memorandum of Understanding to attract teachers and highlight the additional salary that can be earned for effective and highly effective teachers. There are above allocations positions (2) that have been provided to the school to help with coaching, modeling, and interventions.
- The new or revised instructional programs are set to be implemented to intervene in phonics skills (UFLI). Training for UFLI will occur in September and continue throughout the school year. UFLI is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It will serve as the intervention program that will be utilized and initial assessments will begin in October following teacher training modules that end the last week in September 2024.
- The progress monitoring and summative assessments administered in FY25 are aligned with Florida's state academic standards. These assessments include USA's, I-Ready, FSQs, and interim assessments.
- After analysis of the FY24 progress monitoring and summative assessment data, the changes that will be implemented to provide continuous support for the school include implementing targeted and systematic interventions. These intervention systems will be monitored and adjusted as necessary to meet the academic needs of the students.
- 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. Teachers have been trained using the Lasinger Model, UFLI, I-Ready, and Penda Learning for Science.
- The District practices that have been reviewed and changed to support the school include additional support staff to coach teachers and training modules to develop new teachers and staff that will be formatted by the Professional Development Department.
- A data specialist has been assigned to Roosevelt Elementary to help the leadership team review and monitor the effectiveness of the support. Data will be consistently reviewed and monitored to ensure that academic progress is being made.
- Systems have been established to improve the effectiveness of the quality of classroom instruction. These systems that are organized to support the staff include: New teacher training, training and support of all teachers with three or fewer years of teaching experience, coaching and modeling support of instructional staff, and continuous feedback with matching training and support.

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

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

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

### 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 it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.
- For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a 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 staff 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 teachers, teachers in need of improvement or out-of-field teachers 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 .

### 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.

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

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

- The School Principal has been changed for FY25. The current School Principal is Dr. Tanya McDowell and she started in July 2024.
- The School Principal's track record since 2013 was examined to determine her turnaround experience. She worked as an Instructional Specialist for Capacity Development, working with the most critical schools in the Glades Region. Additionally, she was an Assistant Principal at LC Swain Middle School where she was responsible for significant student gains. Her last role was School Principal of Poinciana STEM Elementary School, where she led her school to significant student gains every year since 2020 and served a student population that is reflective of the current student population at Roosevelt Elementary.
- Other members of the school leadership team were replaced mid-year in FY24, Assistant Principal Coates joined the team in October 2024 and will remain at the school for FY25. There are two new Single School Culture Coordinators (SSCC) who will be additions for FY25. These staff members all have turnaround experience having worked in state-monitored schools with a track record of improving student outcomes in the area of ELA and/or Math.
- The District has published and shared incentives for transferring to Roosevelt Elementary. These include \$7500 for teachers with an effective VAM and \$15000 for teachers with a highly effective VAM.
- The District builds the capacity of turnaround leaders with training from the Transformation Team, BSI training, Regional training, and participation in the same academic training modules that teachers are a part of at the school. In addition, the School Principal will have an opportunity to work with a Mentor Principal who has a proven track record of school-turnaround within the last three years.
- The School Principal has the option to hire and select staff in leadership positions for the SSCC positions which are two additional staff members for FY25.
- If the school's grade does not improve, the leadership team in totality will be reviewed.

### 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?

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

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

- Vacancies are being filled with transfers of highly effective and effective teachers from other schools. The MOU allows for teachers to transfer outside of the voluntary transfer period.
- The District ensures students at this school are instructed by certified instructional personnel when unexpected vacancies arise by monitoring all vacancies and filling those with effective and/or highly effective teachers. These vacancies will be filled with teachers who are willing to transfer or District staff who will provide instruction at the school.
- The District offers bonuses for teachers who have a VAM that is effective or highly effective. The bonuses range between \$7500 and \$15000.

### 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?

- The actions that have been taken to recruit with VAM ratings of Highly Effective and Effective to this school are publicizing the opportunity to all eligible teachers within the District. HR has hosted a job fair to attempt to seek applicants and advertise in educational journals and online platforms.
- There are two instructional personnel who were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory.
- The reassigned instructional personnel were not reassigned to SI schools.
- The District vacancies were filled with SSCC positions to ensure a highly effective teacher was recruited.

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

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

<b>VAM DATA- School % Compared to District and State%</b>			
<b>VAM Data</b>	<b>Highly Effective (HE)</b>	<b>Effective(EF)</b>	<b>Needs Improvement (NI) and Unsatisfactory (UN)</b>
# of instructional personnel	1	5	1
School %	14	71	14
District %	13	69	18
State %	10	67	23

**Acknowledgment**

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>
Dr. Patricia Ordóñez-Feliciano, Executive Director of Multicultural Education & School Transformation
<b>Contact information: email, phone number</b>
<a href="mailto:patricia.ordonez-feliciano@palmbeachschools.org">patricia.ordonez-feliciano@palmbeachschools.org</a> , 561-649-6888
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
<i>[Signature]</i>
<b>Superintendent signature (or authorized representative)</b>
<i>[Signature]</i>
<b>Local School Board Chair Signature (or authorized representative)</b>
<i>Karen M. Brill</i>
<b>Date local school board approved</b>
<i>9/18/24</i>