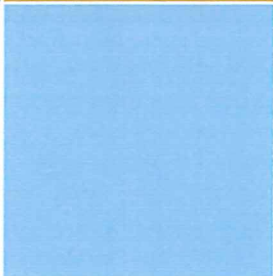


TOP-2



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

St Lucie
Chester A. Moore Elementary

Due-October 1-00p0

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 completed form must be signed by the superintendent or authorized representative and emailed to 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 |
|-----------------------------|
| Chester A. Moore Elementary |

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. Accountable and Shared 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.

In SLPS, we are continuously assessing the needs for our schools in an on-going Needs Assessment Process. We see it as our key strategy that allows us to determine the appropriate course of action and make needed changes in response. Through a rich data platform with multiple up to date measure, we are able to use tools daily to make instructional decisions at the classroom level and resource allocation and support at the district level. A district team meets bi-weekly to identify needs and trends and to provide resources where needed.

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Within our Leadership Dashboard, "Power BI", we review state, district and school data. We compare the data from CAM to other like schools, to all district schools and to their past performance. Our focus includes academic test data and has expanded engagement measures as well, including student and teacher attendance, discipline referrals and consequences, and grading practices. In addition, the Superintendent leads discussion around Climate Surveys by question. The Executive Director then meets with the school Leadership Team to target improvements to critical areas. Climate Data is also used to inform School Improvement Goals.

This year, SLPS will be adding Pandora to our information gathering around Social Emotional Learning. We have used three- year FSA data trends to make decisions regarding teacher recruitment and placement, to determine where to put District Resources and supports and to inform curriculum selection and distribution. The use of FSA, iReady and Unit Assessment data is informed with classroom walk-throughs which include School Administrators, Coaches, the Principal Supervisor, District Curriculum Personnel and the School Renewal Department Members.

At the District Level, we have utilized the above-mentioned data plus School Climate Surveys to make decision related to Accountable Leadership at CAM. When Teacher data indicates a concern, the Executive Director addresses it with School Leadership and monitors the outcomes. He also guides reflection on which strategies have worked and which need adjusting.

After consultation with the Bureau of School Improvement, it has been decided to replace the Principal with a Principal with a proven track-record. This change is being made in November 2020. The new Principal will immediately be immersed in the needs assessment data and provided support in all areas of School Improvement. Princ With St Lucie Elementary no longer in DA (SI) status, we are able to increase supports to the school.

Once this data is analyzed, it is combined with daily classroom walk-throughs to monitor instruction and target supports. While focusing on Standards-Based Instruction, the walks also identified a need to focus on more student-centered learning and less teacher talk. This work will be supported by the District School Renewal and Curriculum Teams. In addition, through the use of SIG 4, Unisig and the new Unisig Teacher Allocation, CAM was able to recruit more experienced and proven teachers. Each grade level has at least one Master Teacher who is receiving additional professional development in order to specifically target Standards-Based Instruction and provide more immediate support and feedback to teachers.

CAM is working to improve climate and culture with a consultant on Single School Culture. They are actively monitoring data around behavior and social emotional learning and this data is reviewed with the Executive Director for accountability. Climate surveys last year indicated that teachers felt that student behavior was a concern and that they did not feel they had input in decisions. Single School Culture involves teacher's actively identifying the issues to be worked on and the how.

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

- *Last year, recruitment efforts did attract some quality teachers to the school. These teachers will continue to receive financial incentives and other benefits due to these recruitment efforts. In addition, this strategy was heavily used for the 2019-2020 school year. District Leadership also*

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utilized the Unisig Teacher Allocation and targeted our own teachers with effective and highly effective VAM scores.

- A greater emphasis on literacy instruction in grades k-2 was a focal point last year. A new Phonics program is helping to build a stronger foundation prior to the tested grades. This will continue to be an emphasis in the primary grades.*
- Interventions through Leveled Literacy Instruction for reading and small group instruction for math will continue with additional administrative monitoring.*
- iReady will continue to be utilized for reading and math. Teachers have been taught to assign lessons if the pathway is not allowing the students to progress at higher levels.*

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

- Last year, the District School Renewal Team was creating lesson plans for all teachers to use. This resulted in a lack of ownership and minimized the building of teacher capacity. This year, the CLP structures are in place with teachers developing the plans with guidance and feedback from the District team.*
- The focus on Standards-Based Instruction will continue but with additional focus on Achievement Level Descriptors to ensure that teachers get to the full intent of the standard faster.*
- It was also noted through classroom walkthrough data that teachers tended to dominate the learning time with teacher talk and not release the learning to the students. Teachers are learning more strategies to be able to provide opportunities for more student ownership.*
- Master Teachers will continue for this year. Last year, there was difficulty in freeing them up from instructional time to provide coaching. This year, CAM was able to hire the floating teachers to provide the coverage to allow for this strategy to be maximized.*
- PBIS was used for behavior but needing some tweaking to increase the benefits. Changes have been made to the plan and incentives will be given through resource time rather than during core content instructional time frames.*
- The school-based Coaches and the Master Teachers will receive training on Get Better Faster which is a resource and PD on the rigor and management trajectories with a Coaches tool for providing feedback to teachers.*

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.

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Part A.

Accountable and Shared Leadership:

The District Leadership Team has a laser focus on schools in Turn-around and each has successfully exited the DA, now SI status. The most recent two schools to exit Turn-around had the same District Team as well as the same Executive Director evaluating the School Principal. When the Principal took over the school there had been several Principal and Teacher changes. Based on her past success with Turn-around at Fort Pierce Westwood and structures now in place at CAM, the District Leadership Team and the Superintendent initially decided to keep her in place, however, after consulting with BSI, the Superintendent has decided to replace her with a Principal with proven leadership experience. In addition, with SLE no longer in Turn-around, more support for capacity building is in place at CAM this year.

The District Leadership Team consists of the Superintendent, the Executive Director, the Chief Academic Officer, the Deputy Superintendent, the Coordinator of School Renewal, the Director of ESE, the Director of Talent Development and the Director of Curriculum. For School-based meetings, the team expands to include the School-Based Administrators, Coaches and District Instructional Partners who provide regular daily coaching and support.

Through the use of Power BI, the teams evaluate real time indicators of academic progress and Social Emotional Goals and all SIP goals. A more specific action plan and a customized walk-through tool was also developed that allows the ED and the Principals to communicate daily on the plan in action.

Standards-Based Instruction and Learning

The District Curriculum Department provides very detailed tools for teachers that outline the standards required by grade level with a scope and sequence with embedded resources. With District Unit Assessments, the Leadership Team monitors the pacing of all classes at CAM as well as mastery which allows us to provide support where needed for both students and adults.

The Instructional Partners provide more targeted support to CAM to build the capacity of the adults to better utilize the tools and help teachers prioritize their time.

iReady is also used to provide Diagnostic data that is used to plan for individual students. We also monitor usage and time on task with this tool.

In consultation with the BSI staff, the school has developed an action plan for monitoring and supporting instruction based on most recent data and walk-throughs. The plan will be adjusted as needed.

Positive Culture and Climate

The climate surveys have revealed a need to work on climate for both teachers and students. Teachers reported that misbehavior was not well handled and that they felt a lack of power and input on discipline decisions. A consultant was brought in to work with teachers in identifying the school-wide behaviors most in need of refining. Three behaviors were identified by teachers and all agreed to single school standards of how to approach these issues. The three areas of focus are transitioning in the hallways, dismissal and cafeteria behavior.

Student culture and climate needs improvement as well. The PBIS program was stronger in previous years so the team has revisited the plan and made changes to increase implementation and to provide incentives during resource time rather than during content instructional time. In addition, students need to treat each other with kindness and respect. Social Emotional Learning curriculum will be implemented with fidelity to reach this goal.

Part B.

Each assurance outlined in the TOP 1 plan for District-Managed Turn Around Schools has been addressed for CAM.

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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 needs assessment data helped drive the SIP as well as the TOP 2. The need to improve Standards-Based Instruction is embedded in both. The detailed action plan developed with the Leadership Team and the BSI staff is embedded within the SIP and referenced with the TOP-2. This alignment allows us to clearly identify needed PD, staff and other resources. As the data informs our work going forward, adjustments will be made to address the needs. Despite math being identified as the greatest need, ELA is still a goal for improvement. District support and monitoring are targeted on both. Additionally, both also include a focus on Student Behavior in relation to climate and culture.

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

The SIP was written by the School-Based Staff and approved and reviewed with the Executive Director. As a follow-up before Board Approval, the plan was review by the Superintendent and the Leadership Team to be sure that it aligns to goals for this District-Managed Team. The SIP is aligned to the TOP-2 with the understanding that it is dynamic and data-informed. It will be monitored and revisited throughout the year as it was after the last BSI visit. The plan is also aligned to the Unisig and TSSSA plans.

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 development 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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☒ The district shall ensure that instructional programs align to Florida’s 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 high-poverty, at-risk students and how they are different from the previous programs. The district shall demonstrate alignment of Florida’s 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 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 Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.
5. 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.
6. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
7. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
8. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

1. *The District Leadership Team consists of the Superintendent, the Executive Director, the Chief Academic Officer, the Deputy Superintendent, the Coordinator of School Renewal, the Director of ESE, the Director of Talent Development and the Director of Curriculum. For School-based meetings, the team expands to include the School-Based Administrators, Coaches and District Instructional Partners who provide regular daily coaching and support. Each member has a specific role in implementing the DMT plan. The Executive Director supervises the Principal and meets regularly to monitor progress in addition to the Leadership Team meetings. The CAO oversees the Office of Teaching in Learning which is responsible for Curriculum Resources, Unit Assessments, Talent Development, and ESOL as well as intervention and support. Federal Programs is also within the OTL Department which allows for a systemic and coordinated allocation of resources. The*

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Deputy Superintendent oversees the development of the Data Management System and insures that it meets the needs of CAM.

- 2. The District is flexible with staffing allocations at CAM. The Superintendent calls our service level to CAM the “white glove service level”. This is defined as providing flexibility to procedures that may become barriers to them. District Staff problem solves with Administration to remove any barriers to their success. Although the school already met the scheduling requirement of the extra hour for the lowest 300, the District funded an additional twenty minutes to ensure adequate time within the schedule.*
- 3. The curriculum for ELA, Science and Social Studies is through Integrated Literacy Units that draw from many resources to insure alignment. A robust tool box is built for teachers to access resources in a single location and to maximize planning time. The math curriculum is supplemented i to provide alignment and rigor. Both are supplemented with iReady. These tools have proven to be successful in previous District Managed schools. Supplemental materials are researched for effectiveness with similar populations and Leveled Literacy Instruction was selected as a result for ELA.*
- 4. District developed unit assessments are fully implemented in ELA and Math and monitored through Performance Matters and Power BI. They are administered on a district calendar to also monitor pacing. iReady Diagnostics are used as well. This data is monitored regularly by student and subgroup. Three- year trends and comparison for predicted proficiency are also analyzed.*
- 5. The results of the Unit Assessments are monitored at the end of each unit. Adjustments are made after each one regarding which teachers or grade levels receive additional planning or coaching support. The data is also used to inform reteaching decisions as well as for grouping of students. If changes are needed with “who” is delivering instruction, they are made. (Example; is Departmentalization working or not?)*
- 6. CAM receives additional coaching in ELA, Math and Science. They have additional administrative and support staff allocated as well to allow for more intense daily monitoring and implementation of strategies. The Executive Director allocates more of his time to this school than any other.*
- 7. The District Instructional Partners were pulled out of another school and were assigned more time at CAM. The process of Collaborative Planning has changed in order to build teacher capacity as mentioned earlier in the plan. The District focused on teacher recruitment specifically for CAM.*
- 8. The process for monitoring effectiveness is already in place. Through Power BI, all related data is reviewed weekly and changes are made as needed.*

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

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The district shall ensure the principal and assistant principal have a successful record in leading a turnaround school and the qualifications to support the student population being served.

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 Differentiated Accountability (DA) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), 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 DA school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.

The district shall ensure the instructional staff who do not have a state 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.

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 and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community 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?

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Assurance 2: Narrative of School Capacity- Leaders

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
After consultation with the District Leadership Team and the Bureau of School Improvement, Superintendent Gent has decided to replace Principal Baxter with Mr. John Lynch beginning November 4, 2019. Mr. Lynch has a long history of leading schools as a Turn-around Principal and Principal-on-Assignment and is often called in to lead schools out of D or underperforming status. Mr. Lynch was hand selected by the Superintendent based on his record of success.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.
Mr. Lynch's record is listed below from most recent to his first Principalship:
 - a. *Sam Gaines Academy: Principal-on-Assignment*
 - i. *2017-2019*
 - ii. *Title I School*
 - iii. *Brought SGA from a D to a the first ever B.*
 - b. *Fort Pierce Westwood Academy: Principal-on-Assignment*
 - i. *2015-2017*
 - ii. *Title I School*
 - iii. *Brought FPWW from a D to a C*
 - c. *District Level: Executive Director of Schools, 2012-2015*
 - d. *St Lucie West Centennial High School: Principal*
 - i. *2009-2012*
 - ii. *Title I School*
 - iii. *Brought school from a C to the first ever A*
 - e. *Southern Oaks Middle School: Principal*
 - i. *2006-2009*
 - ii. *Title I School*
 - iii. *Brought school from a C to first ever A*
 - f. *Garden City Elementary*
 - i. *2004-2006*
 - ii. *Title I School*
 - iii. *Brought school from a C to first ever A*

Lauren Giesler, Assistant Principal, has been in education for 17 years, all but one in Title One schools. She has a strong background in instructional leadership having previously served as the District Literacy Curriculum Specialist as well as an Instructional Partner supporting Turn Around Schools.

Alisha Kennedy, Assistant Principal, joined St Lucie County from Duval County. CAM qualifies for one Assistant Principal but has been allocated an additional Administrator due to their unique challenges. Mrs. Kennedy has been an asset to CAM.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.

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Addressed in number two. However, each team member will be assessed separately if the school does not exit Turn Around. Mr Gent is committed to ensure that changes are made if necessary to move the school forward.

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

Leaders are personally invited to oversee a school in Turn Around. The Superintendent understands the burden and he allows them additional flexibility. They are provided with additional support and staffing.

5. How does the district build the capacity of turnaround leaders?

Turn-around Leaders receive the highest level of support and coaching from our Executive Directors and support from all District Leaders. In addition, they are sent to specialized training such as the Harvard Seminar in Turnaround Leadership Practices. We also require attendance to all of the BSI convening sessions in order to stay informed and current.

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?

This Principal has input in hiring the Leadership Team. For key roles such as Coach or Master Teacher, the candidates must first go through the District Pool process. Once they meet that challenge, the Principal makes the selection for CAM. The Principal also hires the teachers after verifying their most recent VAM score available.

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?

If CAM does not earn at least a C this year, the decision about the Principal would be made in consultation with the Bureau due to a November start date. The Assistant Principals will be transferred to a school that is not in Turn Around and replaced with proven Turn Around Leaders.

Assurance 2: Narrative of School Capacity- Educators

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

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

Assurance 2: Narrative-School Capacity- Educators

1. *CAM was given priority through early access to recruitment events. The District also did a big internal push to encourage teachers to transfer from within our system. We established a special application website attached to the campaign specifically looking for VAMs of 3 and 4. Positions are not filled first because we do have a teacher shortage everywhere and we don't want to lose teachers who are better suited for other schools. However, financial incentives are heavily promoted (Unisig, Master Teacher, etc). We also worked with the Principals to actively reach out to successful teachers and personally invite them to apply. There is no MOU needed specifically to hiring as our contract does not limit these practices.*
2. *Yes, our recruiters know that we need certified teachers for CAM. We are aware of the district ratios and monitor the VAM percentages as well. One teacher that earned a 1 VAM and one teacher that earned a 2 VAM were transferred to other schools prior to school starting.*
3. *We do offer bonuses to teachers at CAM. The conditions for bonuses require that the teacher earn an overall evaluation of effective and highly effective. No teachers with a VAM of 1 or 2 are eligible. Teachers must commit to remain for the school year in which they receive the bonus (ie: the year they receive the evaluation and the following year. Yes, we do have LOUs for every bonus offered at CAM.*
4. *This year we offered the Unisig Teacher Allocation Bonuses of \$15,000 and \$7500. It was very effective considering the late timeline. We did have a lot of teachers tell us they would have made the move if it wasn't so close to the start of school. Since VAMs weren't released until a few days before school opened, they did not want to leave their current sites so late. All of the bonuses we offer at CAM require the teacher to have a 3 or 4 VAM if they are a VAM teacher.*

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with state VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with state VAM ratings of Needs Improvement and Unsatisfactory

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to a school not in DA and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school? *SLPS created a special campaign using social media, specialized flyers, and separate interest page for potential applicants prior to release of VAMS. We did personal invitations to local teachers with 3 and 4 VAMs to apply and addressed our Principals about the need for transfers so they understood the campaign.*

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory? *At CAM, two teachers were reassigned due to state VAM. One teacher had a unsatisfactory VAM and one had a Needs Improvement.*

Confirm that all reassigned instructional personnel were not reassigned to DA schools. *Neither teacher was reassigned to a DA(SI) school.*

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

Through the campaign listed above. We were able to recruit teachers with 3 and 4 VAMs from other schools to fill the vacancies. CAM does have two vacancies at this time and we have recruiters working to fill the positions.

Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

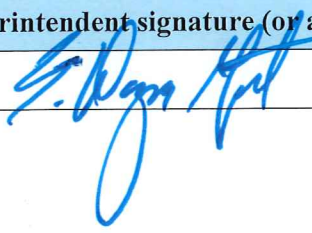
| STATE VAM DATA- School % Compared to District and State% | | | | |
|--|-----------------------|----------------|------------------------|---------------------|
| 3- year aggregated VAM Data | Highly Effective (HE) | Effective (EF) | Needs Improvement (NI) | Unsatisfactory (UN) |
| Number of instructional personnel | 3 | 9 | 1 | 0 |
| School % | 23% | 69.2% | 7.6% | 0 |
| District % | 12.5% | 61.5% | 14.5% | 11.5% |
| State % | 14.92% | 55.23% | 14.60% | 15.25% |

Acknowledgement

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

Name and title of person responsible for completing and submission of the TOP-2

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| |
|---|
| Dr. Helen Wild, Chief Academic Officer |
| Contact information: email, phone number |
| Helen.wild@stlucieschools.org , 772-429-3913 |
| Date submitted to the Bureau of School Improvement (due October 1) |
| Re-submitted on October 25, 2019 |
| Superintendent signature (or authorized representative) |
|  |