



# TOP-2

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

Madison  
Greenville Elementary School

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

*Due-October 1*

### 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](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.

<b>School Name/ MSID Number</b>
Greenville Elementary School 0091

### 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.

Madison County School District requires each school to complete a Comprehensive Needs Assessment. The completion of the needs assessment is a collaborative approach in which schools identify members, determine data to be analyzed, and utilize data to establish school wide needs. Greenville Elementary School team consisted of the Principal, a Paraprofessional, the School Resource Officer, a Teacher, and the District Reading Coach. Each school team determines meeting date and time. Greenville Elementary School



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designated the 1<sup>st</sup> Wednesday of every month at 3:15 P.M. for the meeting dates. The District Coordinator of Special Programs meets with each school to explain the steps of completing a needs assessment. The District Coordinator of Assessment and Accountability ensures each school site has access or receives state level and district level assessment data. The District Coordinator of Accountability and Assessments also meets with every school's leadership team to develop school wide improvement plans. As plans are being developed the Coordinator sits with the teams to review trend data up to 5 years using the Know Your District and School Data website along with K12 Lift Reports. The trends are identified and used in the development of School Improvement Plans, needs assessment, and other school initiatives. In addition, all schools receive disaggregated data and reports from K12 Lift to review and utilize in school planning activities, including needs assessment.

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

Identify strategies that have not resulted in improvement. What will be done differently? Due to a shortage in staff, conducting small group instruction during intensive time for ELA and math interventions was difficult. The district has ensured an MTSS/ESE Support position be added to the school to assist with interventions and other support. The instructional framework I Do, We Do, You Do has not been implemented with fidelity. Instructional staff are receiving professional development on the instructional framework and planning time with district instructional coaches.

### 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.

#### Summary of Turnaround Plan

The district-managed turnaround plan will consist of support for both administration and teachers. The district will assign district instructional coaches to assist first year teachers during planning time on a weekly basis. In addition, teachers identified as struggling teachers based on walk-throughs and other data will be assigned weekly planning time with district instructional coaches. Teachers with Unsatisfactory VAM scores statuses will be assigned to other schools in the district. Those reassigned teachers will still continue to receive support during planning from district instructional coaches. Teachers within the district with VAM scores statuses of Effective or Highly Effective will be transferred to Greenville Elementary to fill the vacancy of teachers transferring out. The District will provide a mentor and district leadership personnel to support the school principal and build capacity. The District level administrator will meet with the Principal weekly at a minimal. The District will provide the principal with transformational leadership professional development through PAEC. In addition, the District will provide the school with ESE/MTSS coach to ensure MTSS operates correctly and students are receiving services specified in their IEPs.

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### **Accountable and Shared Leadership**

The results concerning the needs assessment in regard to the accountable and shared leadership were used to determine the level of support necessary to develop transformational leaders at Greenville Elementary School. After reviewing trend data concerning administrative changes, inconsistent leadership was identified as a barrier to school wide success. In addition, administrators with minimal or very little administration experience was identified as a barrier. The District used these results to decide to place a fairly new administrator at the school while providing the administrator with transformational leadership professional development in hopes the administrator would remain at the school long term.

### **Standards-based Instruction and Learning (for student and adult learners)**

According to results of needs assessment, several teachers had procedures in place and students were compliant; however, the rigor of instruction and lack of authentic student engagement were both identified as barriers to success. Many of the teachers were delivering instruction using the gradual release model; however, the needs assessment illustrates the need for additional professional development using the instructional framework.

### **Positive Culture and Environment**

Part B.

#### **Verification of Assurance 1 (TOP 1) District Capacity and Support**

The district leadership team is comprised of the Superintendent, Curriculum Director, Coordinator of Assessment and Accountability, Director of Human Capital, Special Programs Coordinator, and Coordinator of Student Services. The district team worked to create a turnaround plan and has assigned the Director of Human Capital to manage the turn around effort.

Instructional programs selected for Greenville Elementary School all align with Florida's Standards for English Language Arts, Mathematics, Social Studies, and Science. The curriculum for KG-5<sup>th</sup> Grade for ELA classes is McGraw Hill – Florida Wonders. The curriculum for 6<sup>th</sup> Grade ELA is McGraw Hill StudySync. In addition, Greenville Elementary is using UFLi Phonics in grades KG-2<sup>nd</sup>. The curriculum for KG-6<sup>th</sup> Grade Mathematics classes is Envision Florida.

Madison County School District has selected Renaissance Star Assessments (Reading and Math) for district level progress monitoring for grades KG-12. The data from Renaissance Star Assessments (Reading and Math) is being compared to FAST PM 1 in grades 3-6<sup>th</sup> at Greenville Elementary. The District is utilizing the data from Star Assessments to support intervention for students during intensive Math and Reading times at Greenville Elementary for all grade levels.

#### **Verification of Assurance 2 (TOP 1) School Capacity-Leaders and Educators**

##### **Leaders**

The Madison County School District Director of Curriculum and Instruction has developed an annual professional development plan which provides support for the instructional staff and school administrator. The plan is developed specifically to meet teacher and administrator needs in regard to transformational leadership and pedagogy. Outside of the district managed plan, Greenville Elementary provides professional development to instructional staff based on needs during Professional Learning Communities led by district instructional coaches or school administrator.



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The Principal Change Verification form was submitted to BSI along with school administrator's resume and letter of explanation for principal selection. Due to the selected Principal's lack of turnaround experience, the District developed a District Principal Support Plan which was approved by BSI. The plan included detailed action steps and identified persons who would provide support to the Principal.

The district received permission from BSI to retain the Principal with the approved District Principal Support Plan until January 2023. If the school demonstrates progress from the FAST PM 1 to FAST PM 2 which will be given in December 2022, the district will be allowed to continue the current Principal's placement at Greenville Elementary School.

### **Educators**

The district currently has five schools; therefore, the district has ensured the percentage of instructional personnel assigned to Greenville Elementary with an aggregated state Value-added Model (VAM) rating of Unsatisfactory or Needs Improvement based on the most recent three-year is less than the state average. Currently, Greenville Elementary School has (0%) instructional personnel assigned with the most recent three-year aggregated state VAM rating of Unsatisfactory or Needs Improvement.

The two instructional personnel that were previously placed at Greenville Elementary School with a VAM rating of Unsatisfactory were reassigned to other schools within the district with BSI approval during first week of August.

Explain the correlation between the Schoolwide 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 Schoolwide Improvement Plan and the proposed district-managed turnaround plan are both focusing on developing transformational leadership in regard to the school administrator. The school has changed Principals every year over the last 5 years. In addition, some of the administrators assigned to the school were first time school principals, who lacked professional development. The Schoolwide Improvement Plan and the District-Managed Turnaround Plan also focus on improving ELA and Math proficiency among students by improving core instruction.

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

The district has assigned a district personnel to support the school leadership on a weekly basis. Specifically, the district assigned personnel has been assisting school leadership with adjustments to master schedule, personnel changes and recruitment, and classroom walkthroughs. In addition, the district has provided support in developing the Schoolwide Improvement Plan, and common planning support from district instructional coaches. The district and leadership team are meeting monthly to review data, adjust, and develop action plans to continue progress.

### 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.

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, 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 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. 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 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.



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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.

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

The district leadership team consists of the Superintendent of Schools, the Director of Curriculum and Instruction, the Coordinator of Special Projects, the Coordinator of Student Services and Supports, the Coordinator of Accountability and Assessment, and the Director of Human Resources. The Superintendent oversees the implementation of the Turnaround Plan for Greenville Elementary. The Director of Curriculum and Instruction ensures the curriculum is aligned to Florida Standards for ELA, mathematics, social studies and science, ensures professional development is being customized for teachers and administrator, and ensures district instructional coaches are providing support to the school on a weekly basis. The Coordinator of Student Services and Supports serves to ensure the MTSS framework is fully implemented and students with special needs receive accommodated services and other support. The Director of Human Resources will spend the most time at the school serving as the Mentor for the assigned Principal. The Coordinator of Accountability and Assessment will work to ensure action steps of the School-wide Improvement Plan and the District Principal Support Plan are being carried out. The Coordinator of Special Projects will assist with funding and ensuring assurances are met.

The district utilized the needs assessment to determine needs at Greenville Elementary. In addition, data analysis was used to determine resources needed to improve the school. The Principal had the opportunity to determine additional staffing needs. The school Principal also worked with District Director of Curriculum and Instruction to adjust the master schedule during these first couple of months of school to make necessary staff changes. Coordinator of Special Projects along with other members of the district leadership team met with the Principal to determine budget allocation and grant request to realign and prioritize needs.

The core instructional programs McGraw Hill – Florida Wonders selected for Greenville Elementary School KG-5<sup>th</sup> Grade for ELA classes, the McGraw Hill – StudySync for 6<sup>th</sup> Grade ELA and Envision Florida for KG-6<sup>th</sup> Grade Mathematics classes are aligned to Florida's B.E.S.T. standards. Previous instructional programs adopted by the district, did not encompass Florida's B.E.S.T. standards.

The reading intervention program selected for Greenville Elementary is the Leveled Literacy Instruction program. Students who are in Tier III of the MTSS framework receive interventions during intervention time (30 minutes each day) by a reading endorsed teacher. Teachers instructing students in KG-2<sup>nd</sup> will also utilize the evidenced-based reading instructional program UFLi Phonics.

Summative assessments will be administered by the classroom teacher at the end of Instructional Units. The summative assessments will be taken from the instructional programs for each particular content area. Students will participate in FAST Progress Assessments (Star Assessments K-2<sup>nd</sup>) (PM 1, 2, or 3 Assessments (3-10) during state testing windows. Students will also participate in district level progress



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monitoring assessments (Star Assessments K-12 for ELA) and (Progress Learning 9-12 Grade Math). The Unit Assessments and the FAST Assessments are aligned to Florida's B.E.S.T. Standards.

Based on progress monitoring data from FAST Assessments Star Assessments and PM 1, students were placed on a grade level learning path which will allow them to work on grade level skills. Once district level progress monitoring assessments are completed by September 30<sup>th</sup> the data will be used to place students on a personalized learning path with self-paced curriculum in the researched based Exact Path Program. Students will use the program weekly during Reading or Math intervention time to help close gaps in achievement.

The district allocates instructional resources based on number of students assigned to each school. In addition to those resources, Greenville Elementary qualifies for additional resources and support through Title I funds. District level staff met with the staff from GES, and developed a plan for Title I supplemental resources. For the 2022-23 school year, GES staff chose to focus on providing additional instructional support using classroom paraprofessionals to work with small groups of students who need reading and math intervention.

Using funds from the District's ARP allocation, GES has been provided an early literacy coach, a reading coach, math coach, and STEM coach who visit the school one day per week. During each coach's time at GES, they meet with teachers to develop standards-based lesson plans, conduct learning walks with the principal, conduct professional learning activities, and even model lessons for teachers. The coaches also meet with the school principal weekly to provide input on progress they are seeing in classrooms. For the 2022-23 school year, the district has also added a part-time MTSS specialist. This Specialist is responsible for collecting student performance data and then meeting with teachers and parents to develop intervention plans for students. The Specialist tracks student progress to make sure students are benefitting from the interventions they are getting. The MTSS process is continual with meetings to review interventions to determine if interventions are successfully moving students toward proficiency.

The district has allocated all necessary instructional materials funds to provide core instructional materials as well as needed supplemental materials. The District has also taken on the responsibility of ordering the materials to ensure the school has everything they need. The District Reading Coach and early literacy coaches have provided training on all the core materials in addition to the supplemental materials to be used.

The district has funded all schools based on student population (FTE generated) according to the district's policies and practices. However, this year the district has waived that policy to provide additional personnel and resources for Greenville Elementary. The district also added additional instructional coach support for the school.

The District Leadership Team will meet with the school on a monthly basis to review data, conduct classroom observations, and provide support in identified areas.

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

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



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### 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.
- 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 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 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 SI 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.
- Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

### 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.

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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

The school Principal has been replaced. The Principal assigned to Greenville Elementary School is Kathryn Bridges. Ms. Bridges's start date was July 01, 2022. The Principal was a previous administrator for Madison County School District. Ms. Bridges has one year of experience in leadership as an Assistant Principal at Madison County Central School from July 01, 2021 to June 30, 2022.

Due to the selected school Principal's lack of turnaround experience, the district developed a district Principal Support Plan which was approved by BSI. The plan included detailed support for the Principal and identified persons who would be providing support to the Principal.

The district received permission from BSI to retain the Principal with the approved District Principal Support Plan until January 2023. If the school demonstrates progress from the FAST PM 1 to FAST PM 2 to be given in December 2022, the district will be allowed to continue the current Principal's placement at Greenville Elementary School.

Currently, the district does not offer any incentive outside of the UniSig Administration Allocation to incentivize turnaround administrators. The district is working to build capacity with the current school administrator, Ms. Bridges by assigning a district-based mentor to assist with daily operation of the school and a professional development coach from PAEC who will work specifically toward developing Ms. Bridges as a transformational leader.

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

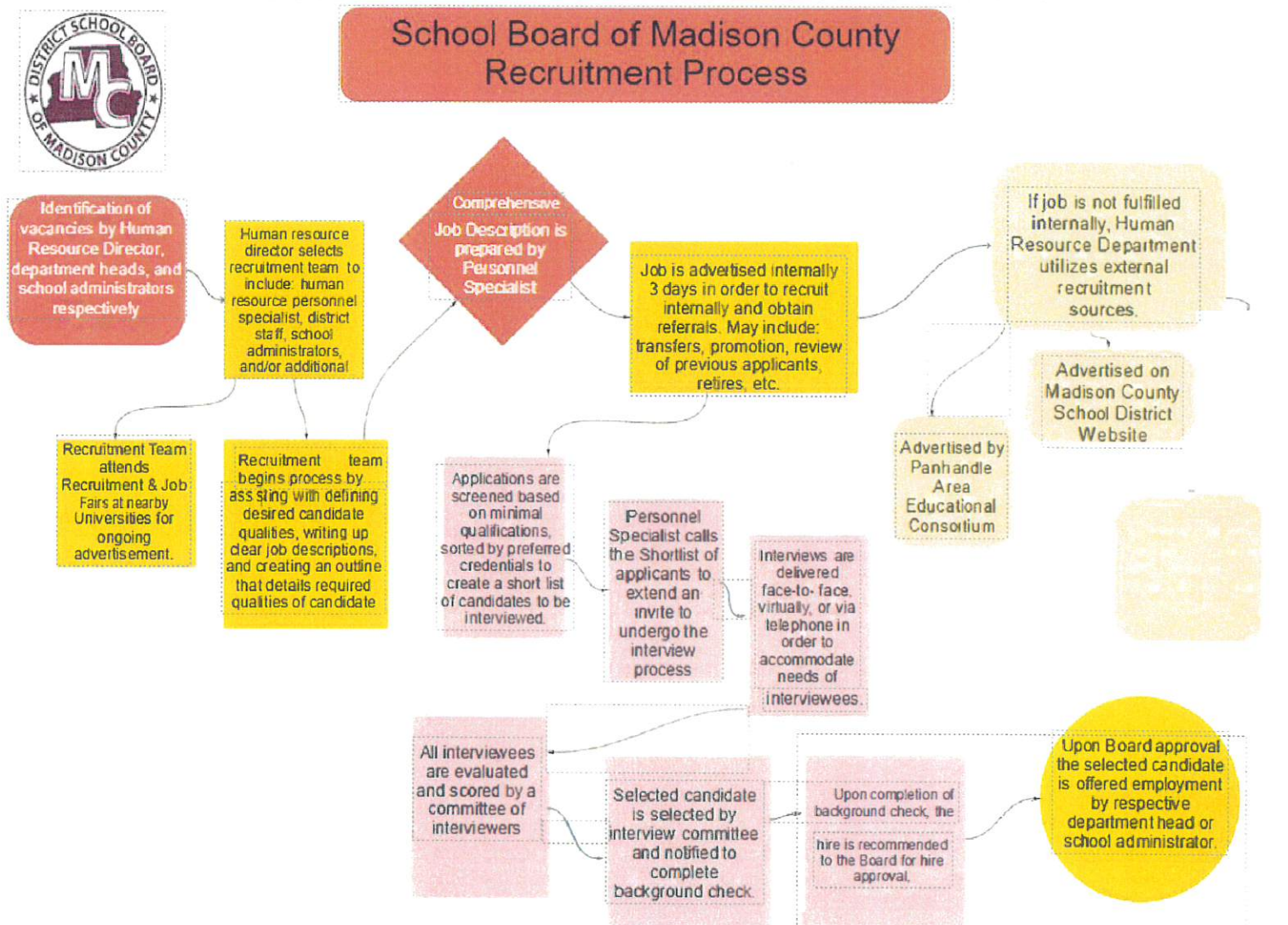
In the box below, the district must include information about its systems to ensure the school has effective educators capable of improving student achievement, including priority in hiring, recruitment and retention incentives and professional development and coaching support provided by the district. 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?
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 Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?



Assurance 2: Narrative-School Capacity- Educators

The district uses the following flowchart to fill vacancies within the district. Administrators at schools are responsible for notifying the Human Resource Director of school vacancies based on staffing tables for each school. The Human Resource Director works closely with school administrators concerning the staffing table based on student enrollment and needs of each school. Vacancies are advertised internally for a period of 3 days prior to being released to the general public. If a vacancy is not filled internally, it is then publicized on the district’s website and PAEC, fb, and other avenues of mass communication. The vacancy is continually advertised until the vacancy is filled. Greenville Elementary School is one of three BSI identified schools in the district based on 2021-2022 school grades and has priority of filling staff. To prioritize Greenville Elementary ability to hire certified instructional personnel, a district wide email containing financial incentives was sent out to recruit teachers. Vacancies are filled at the district level in order to ensure turnaround schools are fully staffed. There is currently an MOU effect for Greenville Elementary.



Madison County School District has the following policy concerning filling unexpected vacancies within schools: In the absence of a regular teacher, a leave fill-in teacher shall be employed when it is known or determined that the regular teacher will be absent for more than thirty (30) consecutive days or for the remainder of the school year. A highly qualified teacher shall be appointed as a replacement as soon as possible so that there is continuity in the instructional program. To be eligible to be recommended for a contract for the period to be served, the individual



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selected as the replacement shall have a valid Florida certificate and meet the criteria established by the FLDOE to be considered highly qualified for the assignment. A leave fill-in teacher shall be paid on the teacher salary schedule, once they have met all conditions to be employed as a replacement, and shall assume the full duties of a regular teacher. The district uses the recruiting process to hire leave fill-in teachers to provide instruction when unexpected vacancies occur.

The district offers a \$500 bonus to teachers who obtain reading endorsement. There is currently an MOU in effect concerning teachers who acquire reading endorsement. Presently, the district is having discussions with the Union and subcommittees concerning potential bonuses for teachers acquiring ESOL endorsements and incentives to recruit teachers to work in critically shortage areas such as science and math.

In attempt to recruit teachers to fill vacancies at Greenville Elementary School, the district offered a \$7500 bonus for teachers with a 3-year aggregate VAM rating of Effective and \$15,000 for teachers with a 3-year aggregate VAM rating of Highly Effective.

### **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 to a school not in SI 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? An email was sent out district wide by the Human Resource Director of Madison County School district offering a one-time \$7500 or \$15000 bonus to teachers with 3-year aggregate VAM ratings of Effective or Highly Effective who were willing transfer to Greenville Elementary for the 2022-2023 school year.

How many instructional personnel were reassigned or non-renewed due to state VAM ratings of Needs Improvement and Unsatisfactory? The MTSS/ESE support with a VAM rating of Unsatisfactory took a position as the District Early Literacy Coach in May of 2022. 2 Instructional personnel were reassigned to other schools within the district due to VAM ratings of Unsatisfactory.

Confirm that all reassigned instructional personnel were not reassigned to SI schools. The 2 Instructional Personnel that were retained at Greenville Elementary School were reassigned to Pinetta Elementary School and Madison County Central School at the beginning of the 2022-2023 school year. Pinetta and Central are BSI schools; however, the reassignments were approved by the BSI team.

How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel? The district advertises vacancies at the school internally and to the general public in order to fill vacancies. All vacancies at Greenville Elementary have been filled; however, due to shortage all vacancies have not been filled with certified instructional personnel. 63% of the instructional personnel at Greenville Elementary have a 5-year Renewable Professional Certificate and 13% of instructional personnel have a 3-year Non-Renewable Certificate.



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Greenville Elementary have a 5-year Renewable Professional Certificate and 13% of instructional personnel have a 3-year Non-Renewable Certificate.

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	0	0	0	3
School %	0%	0%	0%	100%
District %	7%	65%	7%	20%
State %	12%	62%	14%	11%

### 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>
Barbara Thomas, Assessment and Accountability Coordinator
<b>Contact information: email, phone number</b>
<a href="mailto:Barbara.thomas@mcsbfl.us">Barbara.thomas@mcsbfl.us</a> , (850) 973-1554
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
9/29/2022
<b>Superintendent signature (or authorized representative)</b>
