

# TOP-1

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

19173

[Gadsden]  
[Chattahoochee Elementary School]

*Due: September 1*

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective November 2024

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

### Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school's grade to a "C" or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections (ss.) 1001.42(21) and 1008.33(4)(a), F.S.

### Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to the RED and the BSI. The local school board must approve the plan. This completed form must be signed by the superintendent or authorized representative and emailed to the RED and [BSI@fldoe.org](mailto:BSI@fldoe.org), no later than September 1. The subject line of the email must include the district name, school name and TOP-1.

### School

In the box below, identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

#### School Name/ MSID Number

Chattahoochee Elementary School/200151

### Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance and make recommendations for school improvement. Include a list of names and affiliations of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the district-managed turnaround plan, as well as scheduled meetings that will be held during the implementation of the plan.

#### Names and affiliation of CAT members:

- *Dr. Rachel Heide, RED*
- *Lisa Robinson, Assistant Superintendent of Academic Services*
- *Allysun Davis, District Elementary Education Director*
- *Joanette Thomas, District Federal Programs Director*
- *Kimberly Cummings, District Visiting Teacher Coordinator*
- *Zola Akins, Principal*
- *Sallie Murphy, Assistant Principal*
- *Crystal Robinson, Parent*
- *Alvin Palm, Parent*
- *Jynell Williams, Community Partner*
- *Chris Moultry, Community Partner*

#### Dates of CAT meetings (held and upcoming meetings):

**Recommendations for school improvement:**

The district will retain the current principal from the 2024–2025 school year to ensure stability and leadership continuity. To further strengthen school leadership and instructional support, the district will expand the administrative team by adding one assistant principal and two additional full-time instructional coaches. In total, three instructional coaches will directly support ELA, math, and science. They will provide weekly in-class support, model effective instructional practices, and offer feedback to teachers.

To address ongoing challenges with recruitment and retention, the district will implement differentiated pay incentives, provide mentoring for new teachers and redirect funds to recruit and retain highly effective educators.

Improving instructional quality remains a central focus of the turnaround efforts. District curriculum specialists will collaborate with teachers and instructional coaches to model lessons, support planning and enhance instructional practices. Teachers will participate in weekly Professional Learning Communities (PLCs) focused on benchmark-aligned planning, student work analysis and instructional refinement. Grade-level teams and administrators will hold monthly data chats to monitor student progress and adjust instruction accordingly.

The school will fully implement University of Florida Literacy Institute (UFLI) Foundations in grades K–2, supported by coaching and regular fidelity checks. All instructional materials will align with Florida’s Benchmarks of Excellent Student Thinking (B.E.S.T.) standards. Teachers will use multiple progress monitoring tools, including FAST, i-Ready, STAR Renaissance, HMH Core and Amira, to guide instructional decisions and support targeted grouping throughout the year.

To provide targeted support, the school will implement daily 45-minute intervention blocks in math and ELA. These blocks will include progress monitoring and flexible grouping to address students’ specific learning needs. The Florida Tutoring Advantage Program, in partnership with the UF Lastinger Center for Learning, will provide high-impact tutors during the school day. The school will also offer extended learning opportunities, including before- and after-school tutoring focused on foundational skills, grade-level content and enrichment. A summer learning program will accelerate reading and math proficiency and help mitigate learning loss among students needing additional support.

A District Support Team, comprising the Assistant Superintendent of Academic Services, Directors of Elementary and Secondary Education, Director of Professional Learning, and District ELA and Math Specialists, will meet monthly with school leaders to review implementation progress, address barriers and provide targeted support. The team will conduct weekly walkthroughs and provide immediate feedback to the administrative team. They will track implementation using walkthrough tools, leadership coaching logs, data trackers and ongoing reviews aligned with school goals.

The district will provide ongoing professional learning in critical instructional areas, including the Science of Reading, explicit instruction, differentiated instruction and Multi-Tiered System of Supports (MTSS). These learning opportunities will respond to staff needs and trends in instructional data. The principal and assistant principal will attend monthly Principal and Assistant Principal Leadership Meetings, where they will engage in professional learning led by the Bureau of School Improvement

- *September 16, 2025*
- *October 21, 2025*
- *November 18, 2025*
- *January 20, 2026*
- *February 17, 2026*
- *March 17, 2026*
- *April 21, 2026*

**What school data was analyzed?**

The school data analyzed to determine goals for the School Improvement Plan included:

- Florida Assessment of Student Thinking (FAST) data
- SAT 10 data
- i-Ready
- District Renaissance STAR
- FOCUS: School discipline data
- FOCUS/SKYWARD: Student and teacher attendance data
- School Climate Survey

**Identified causes of low performance:**

A comprehensive analysis of schoolwide data at Chattahoochee Elementary School reveals several critical factors contributing to the school's overall performance and its resulting "D" school grade. Student achievement data from the Florida Assessment of Student Thinking (FAST) PM1 through PM3 show minimal growth across ELA and Math, with the majority of students not meeting grade-level expectations. Notably, the data reflected a 10% increase in 3rd-grade ELA and a 12% gain in mathematics proficiency, as well as learning gains. However, overall state assessment results indicate continued low proficiency rates and limited learning gains, particularly among key subgroups such as Black students, Students With Disabilities (SWD) and those from economically disadvantaged backgrounds. Fifth-grade science scores were especially concerning, with just 10% proficiency, well below the state average, highlighting a critical need for more robust content instruction and vertical alignment across grade levels.

Inconsistent benchmark-aligned Tier 1 instruction, limited use of progress monitoring data, and minimal differentiated instruction limited instructional effectiveness. The current staffing capacity is also insufficient to fully support the needs of the current Student with Disabilities (SWD) and growing English Language Learner (ELL) populations.

The district has faced persistent challenges related to recruitment and retention. During the 2024-25 school year, several unfilled vacancies, including critical support roles in ESE, school counseling and academic content areas, had an impact on performance in grades 3-5. Adjustments were made to address vacancies, but did not have a positive impact on student outcomes.

Attendance and behavior data further highlight areas of concern. Nearly 10% of students in grades 3-5 were identified as chronically absent, which has negatively impacted instructional continuity and student academic progress. Although discipline referrals have remained at a moderate level, anecdotal evidence and teacher feedback suggest that behavioral disruptions occur frequently and interfere with effective instruction. While staff attendance has been generally stable, the ongoing impact of staff vacancies has resulted in inconsistent instructional delivery and reduced opportunities for collaborative planning and professional growth.

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(BSI), local universities, Just Read! Florida and district staff. These sessions will align with progress monitoring data to ensure targeted support and continuous leadership development.

Additionally, all K–2 teachers will complete a 12-hour online professional learning course offered by UFLI. The course will focus on evidence-based instruction and intervention rooted in the Science of Reading. Teachers will deepen their understanding of explicit, systematic and sequential reading instruction with emphasis on phonological and phonemic awareness, alphabet knowledge, decoding, encoding and multisensory strategies. This training will equip teachers with the skills necessary to deliver targeted, data-driven reading instruction that meets the needs of all learners.

To address chronic student absenteeism and behavioral interruptions to instruction, the school will establish clear expectations regarding academics, attendance and behavior. This includes the implementation of a schoolwide Positive Behavioral Interventions and Supports (PBIS) framework to promote consistency in behavioral expectations and reinforce positive student conduct. The school will actively engage students, parents and the community in fostering a shared commitment to academic achievement and respectful behavior. Through regular communication, involvement opportunities and collaborative events, stakeholders will be empowered to contribute to a supportive learning environment. The District Support Team, in collaboration with the school, will regularly monitor student behavior and attendance data and develop attendance and behavior support plans based on the data.

### District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

#### Assurance 1: District Capacity and Support

The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.

The district shall ensure that instructional programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), F.S., as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading and for K-4 students with a substantial deficiency in mathematics. 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.

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The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

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

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

#### Leaders

The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

#### Educators

The district shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

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

The district must ensure that the percentage of inexperienced teachers, instructional personnel with a VAM rating that is below Effective or out-of-field instructional personnel assigned to the school is at least or at a minimum, 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.

### Required Documentation

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

The district must submit the following as part of the TOP-1: (check boxes)

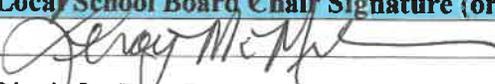
- An MOU pursuant to s. 1001.42(21), F.S., shall be emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org) no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.
- The district must submit instructional rosters for this school no later than August 1.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.
- The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

VAM DATA – School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	1	0	0
School %	0%	100%	0%	0
District %	3.53%	60%	28.24%	8.24%
State %	11.82%	68.21%	12.29%	7.69%

### 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 completion and submission of TOP-1</b>
Lisa Robinson, Assistant Superintendent of Academic Services
<b>Contact information: email, phone number</b>
<a href="mailto:robinsonl@gcpsmail.com">robinsonl@gcpsmail.com</a> , 850-627-9651
<b>Date submitted to the RED and the Bureau of School Improvement (due September 1)</b>
July 24, 2025
<b>Superintendent signature (or authorized representative)</b>

<b>Local School Board Chair Signature (or authorized representative)</b>


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

**Date approved by local school board**

AUGUST 26, 2025

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

**AGENDA ITEM NO.**

**DATE OF SCHOOL BOARD MEETING:** August 26, 2025

**TITLE OF AGENDA ITEM:** TOP-1 GCSD

**DIVISION:** Academic Services

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

**PURPOSE AND SUMMARY OF ITEM:**

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

**FUND SOURCE:** N/A

**AMOUNT:** N/A

**PREPARED BY:** Lisa Robinson

**POSITION:** Assistant Superintendent, Academic Services PreK-12

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INSTRUCTIONS TO BE COMPLETED BY PREPARER

  2   Number of ORIGINAL SIGNATURES NEEDED by preparer.

**SUPERINTENDENT'S SIGNATURE:** page(s) numbered \_\_\_\_\_

**CHAIRMAN'S SIGNATURE:** page(s) numbered \_\_\_\_\_

*LR*  
9/15/25