



# TOP-2



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

[Jefferson]  
[Jefferson K-12]

*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.

School Name/ MSID Number
Jefferson K-12/0111

**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.

Jefferson K-12 is “new” this year in that it has been restored to local control and that the former charter school’s data is not reflective of our new administrators, teachers, staff, and district office. Superintendent Tricquet knew that the school needed true transformational leadership, so she replaced the existing leadership, including an experienced turnaround principal. The new principal, former Leon County Superintendent, Mr. Jackie Pons has experience not only as a Superintendent but also as a Blue-Ribbon Principal. Mr. Pons also directed a district turnaround office with Leon County Schools which led the school district to the leading minority majority school district in the state. The new staff have proven to be effective (E) or highly effective (HE) in their respective areas. Having leadership with a true growth mindset that is able (and willing) to take on the transformation of a school and build it from the ground up is a true positive shift in the school’s overall morale and culture.

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The needs assessment determined that a majority of the existing teacher workforce were not certified or licensed. The needs assessment also determined that the teacher turnover was significantly higher than the state average.

Even though the data does not represent the current local school district, below is the last three years of data from Edudata. Please note, the high school has not had data listed on Edudata for the past three years.

Subject	Grade	21-22 %	20-21 %	18-19 %
Reading Overall	3-5	30	33	36
Reading Learning Gains	3-5	36	29	37
Reading Lowest 25%	3-5	21	38	48
Math Overall	3-5	47	34	49
Math Learning Gains	3-5	48	18	45
Math Lowest 25%	3-5	36	23	39
Science Overall	3-5	32	NA	NA
Reading Overall	6-8	26	32	34
Reading Learning Gains	6-8	38	36	46
Reading Lowest 25%	6-8	45	24	49
Math Overall	6-8	21	28	37
Math Learning Gains	6-8	41	30	50
Math Lowest 25%	6-8	61	31	53
Science Overall	6-8	23	27	19
Social Studies	6-8	NA	38	56

*Note: School score for a C (and above) is at 41% overall.*

The table shows that there is some strength overall in math at the elementary grades and in reaching the lowest 25% in reading in middle grades, as well as strength in the math learning gains and lowest 25%. There needs to be additional supports and interventions put into place for reading and math in all grade levels. Additionally, science was weak in performance over the course of the data collection period.

As reflected in the data above, a strong instructional leader with an understanding of the importance of standards-based instruction was needed to ensure an effective transition plan.

There is no data for the high school grades for the past several years for comparison. However, students in high school still need reading, math, science, and civics supports as well. They will also need additional interventions to help them reach proficiency.

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

As the local school district just regained control on July 1, 2022, the Superintendent immediately put into place a transition plan which includes the hiring of academic coaches in science, math, and ELA/reading. These coaches are working closely with teachers to build instructional compacity through common planning, lesson modeling, and actionable feedback in partnership with the Bureau of School Improvement (BSI). These instructional coaches have significant experience in their content areas and a record of being HE or E. The coaches work with teachers to implement the B.E.S.T. standards as well as the Next Generation Sunshine State Standards (NGSSS) in the classroom and with the level of rigor needed for students to reach proficiency. Additionally, the school will be implementing an after-school program, Saturday ACT/SAT study and practice, and a summer program to help bolster students who are still struggling at the end of the school year or who are in jeopardy of struggling in the next grade level.

The district is also going to work with Footsteps 2 Brilliance to set up an “innovative city” model that will allow for students in grades PreK-3<sup>rd</sup> to work on reading skills outside of the classroom, and will engage students who are in the community, but not yet a part of our schools. The school is participating in the New Worlds Reading Initiative as well.

To help assist teachers, students, and administrators we are bringing in K-12 Lift to help give a whole child perspective and to assist teachers with a new look on data and to help gauge if the students are learning quickly enough to be proficient by the end of the year. This allows the administrators and teachers to make critical changes in the learning environment to ensure the success of all their students. It also helps to change the mindset of “data” and “data chats” for all that are involved. Focusing on the growth of a student, rather than the “data,” helps bring all teachers on board to help uplift students and put those educational needs at the forefront of their planning for instruction.

Secondary students will be taking CTE courses to earn various certifications which will also assist with reading, math, and science skills (agriscience, digital technology, and culinary are all offered this year).

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

This year is the first year the school is back under local control in 5 years. The above table of data shows that the charter school did not improve the education of the students in Jefferson County. They did not have the same learning culture that we now have at the school. There is a new positive and upbeat morale at the school from the students to the staff, and this is helping to make positive impacts overall. The Jefferson County community is on board with the school, and willing to assist more than in past years which will bring positive impacts not only to the school but also to the entire county.

Essentially, this year everything is different as it is an entirely new leadership team, new instructional coaching, new staff, and new educators from all over Florida (15 previous teachers of the year are on staff). The new instructional staff has an understanding of school turnaround based on targeted intervention using student data, which will drive academic improvement schoolwide. The new administration elected to continue collaborating with BSI to develop best practices to support our instruction plan. The Superintendent and new

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administration recognized the value of BSI's partnership, and made the decision to stay in turnaround status to best support the students and teachers at Jefferson County Schools.

### 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.

The district is holding itself, all staff, and students to extremely high expectations. This turnaround plan does not just focus on the learning of a specific set of students, but rather all students. In doing so, there is accountability across the board for students to meet and exceed their learning goals. The push is to reach for proficiency; learning gains automatically come with that. However, leadership is a shared one that works collaboratively together with all stakeholders. The need can be seen in the chart above, and it helped to guide what the focus of the learning needs to be this year for the teachers. We can see that learning is happening, but it may not be happening fast enough or with enough rigor. Leadership is working with instructional coaches and instructional teams to ensure that the rigor is there and that students are giving their all to ensure they meet the high standards of state testing.

In order to ensure students are learning and can reach proficiency teachers and instructional coaches (as well as leadership) are working with students on true standard based instruction and learning in the classroom. Teachers have curriculum that is aligned to the standards to use in all classrooms and are able to teach the materials they have and feel confident that their textbooks are aligned to the high state standards students are held to.

The change in leadership and staff has changed the culture to one of belief in the students and their abilities which has shifted the students' view on what they can achieve. It is now a positive learning environment that is more collaborative with the students, and their families, than it has been in the past five years.

#### Part B.

All assurances outlined in the TOP-1 form have been addressed.

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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 SIP is aligned with this plan regards to reaching all students in all the classrooms and excellence in school leadership.

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

The District is supporting the school leadership team by ensuring their needs are met to support student improvement. The Superintendent and school leadership team meet bi-weekly to discuss school improvement and develop action plans aligned to continuing school improvement. There are open lines of communication between the school and the District. As Jefferson County Schools is a single school district, all focus and support are centralized on Jefferson County K-12.

At Jefferson Schools, we are of the mindset that a school can only be as good as the quality of our teachers. School improvement requires an investment in teachers and leaders; therefore, we must develop the capacity of our educators to continually become more effective in achieving student success across the entire school. This is a collective and collaborative effort to improve instructional practices with the goal of focusing on improved academic performance. Professional learning communities have been the core of this practice.

JCS has focused on defined autonomy where there are clear, non-negotiable student achievement goals for the District and school. It is also a goal to establish a common framework for research-based instructional strategies and indicators for effective progress monitoring.

## 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

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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.
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 has 1 school with grades PreK-12. Due to this, the school receives all funding and allocations that come to the district. The district has allowed the school leadership to hire the highest caliber of instructional staff to ensure high level teaching and learning. The district office has a small staff, so almost all funding is at the school level, giving them all they need to not only work within the school day but also offer extended learning opportunities for students outside of the school day (including Saturdays and the upcoming summer). Leadership and teachers will analyze the progress monitoring data to ensure that the students are learning the required materials at the level of rigor they need to be successful this school year. Analysis of the progress monitoring data allows for shifts to occur quickly in the classroom as they are needed. Summative assessment data will also be reviewed to decide what shifts need to take place in the classroom. These shifts may include targeting specific students for additional supports, interventions, and for tutoring outside of the school day as well. The school has prioritized early learning for students in grades PreK-3 by bringing in the New Worlds Reading Initiative, Footsteps 2 Brilliance and offering tutoring for students in grades K-3. This aligns to the needs of the district reading plan and will help to improve the proficiency of students in the early grades to meet proficiency in reading before leaving the 3<sup>rd</sup> grade. As the Jefferson County School District has just resumed control of the local K-12 education system, all policies and support structures are new and there is no data available to determine if changes are needed. Throughout the academic year, all policies and support structures will be evaluated and adjusted 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.

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.
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 new principal, former Leon County Superintendent, Mr. Jackie Pons has experience not only as a Superintendent but also as a Blue-Ribbon Principal, one of only 14 in the nation. Mr. Pons also directed a district turnaround office with Leon County Schools which led the school district to the leading minority majority school district in the state. and he brought in staff that has proven to be effective or highly effective in their respective areas. Having leadership with a true growth mindset that is able (and willing), to take on the transformation of a school and build it from the ground up is a true positive shift in the school's overall morale and culture. Being a former Superintendent of Schools in Leon County, allowed Mr. Pons to recruit high performing teachers and to build strong instructional support.

**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 has 1 school that is PreK-12 so it is given all priority. In order to fill a position, the position is advertised, the principal's team interviews, checks references and available teacher evaluation data before making a recommendation to the Superintendent. There is not a union in place in Jefferson, so there is no need for an MOU and because it is the only PreK-12 grade school there is no need to give it priority over others. The District does not currently offer bonuses, but there is funding should the school make a grade C or above for instructional and leadership staff. The district has not been in short supply of willing effective and highly effective instructional staff wanting to come to Jefferson this school year. Due to this, it has been easy to ensure that students are instructed by certified instructional personnel. Should there be an unforeseen vacancy, the principal will go through the hiring process of a certified instructional teacher for the position. The District's pay is much better in comparison to the many surrounding counties, so even though there is not an incentive in place to reduce turnover, the current pay scale has been an incentive to attract and retain teachers thus far.

**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?**

The District posted the advertisement not just on the school site, but also on Indeed to attract highly effective teachers from across the state. The District also has leadership with connections to various counties to reach out to and attract highly effective personnel that may not have considered Jefferson previously. In addition, the school leadership team conducted over 250 interviews and engaged in several recruiting events.

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

As Jefferson County School District just regained local control, all staff are new hires. Jefferson County District was not the employer during the 2021-2022 school year.

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

The new principal and school leadership team completed all interviews, reached out to their references, and reviewed available evaluation data prior to sending recommendations to the Superintendent for approval. Once the Superintendent approved the recommendations, they went to the school board for approval.

Fill out the table below to verify the most recent three-year aggregated state VAM classification data. **\*\* There were only 13 of the 49 teachers who had a VAM score within the last 3 years.**

<b>STATE VAM DATA- School % Compared to District and State%</b>				
3- year aggregated VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel				
School %				
District %				
State %				

**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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Eydie Tricquet, Superintendent
<b>Contact information: email, phone number</b>
<a href="mailto:emtricquet@jeffersonschools.net">emtricquet@jeffersonschools.net</a> 850-342-0100
<b>Date submitted to the Bureau of School Improvement (due October 1)</b>
October 10, 2022
<b>Superintendent signature (or authorized representative)</b>
