

TOP-2



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

[Duval County Public Schools]
[Northwestern Legends Elementary School]

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

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 plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org 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
Northwestern Legends Elementary School 1241

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:

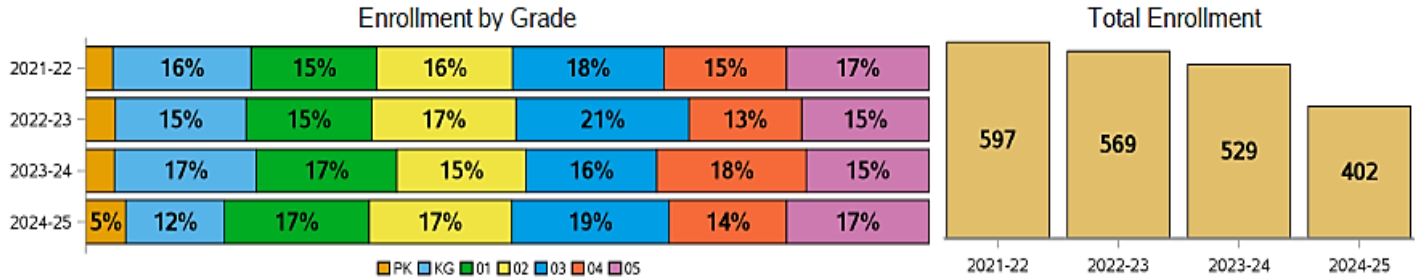
1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

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.

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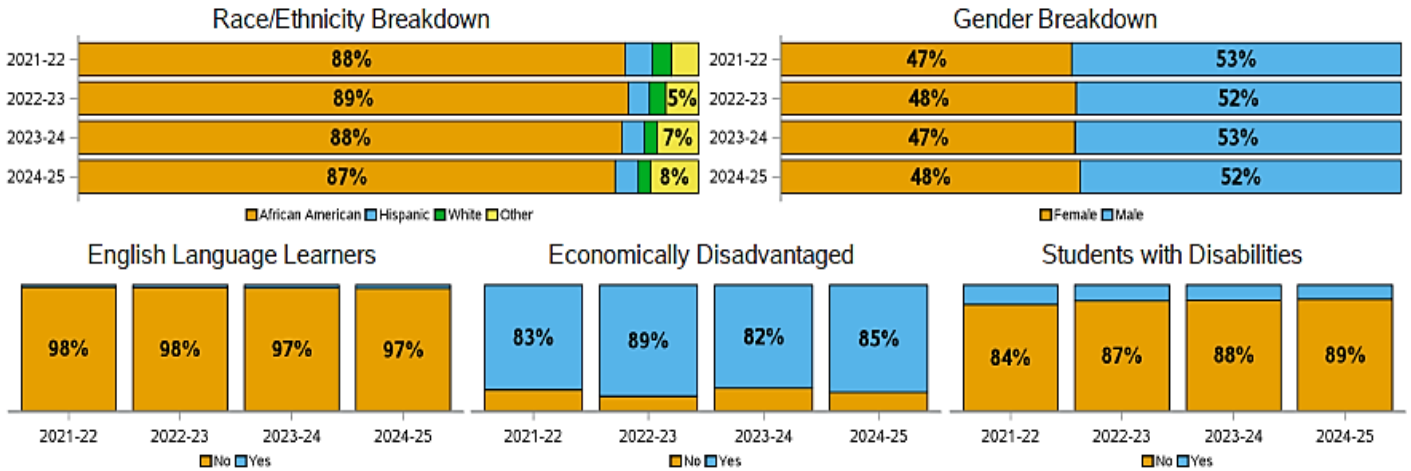
Enrollment

School Year	Enrollment	PK	KG	01	02	03	04	05
2021-22	597	19	98	89	96	107	87	101
2022-23	569	20	88	85	97	117	76	86
2023-24	529	18	89	88	81	82	94	77
2024-25	402	19	47	69	68	75	56	68



Demographics

School Year	African American	Hispanic	White	Other	Female	Male	English Language	Economically Disadvantaged	Student with Disabilities
2021-22	88%	5%	3%	4%	47%	53%	2%	83%	16%
2022-23	89%	3%	3%	5%	48%	52%	2%	89%	13%
2023-24	88%	4%	2%	7%	47%	53%	3%	82%	12%
2024-25	87%	4%	2%	8%	48%	52%	3%	85%	11%



School Grades

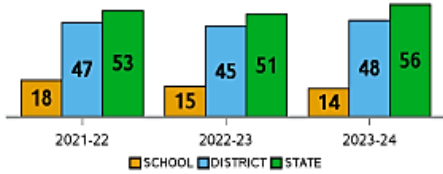
2021-22	2022-23	2023-24
D	F	D

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Student Performance

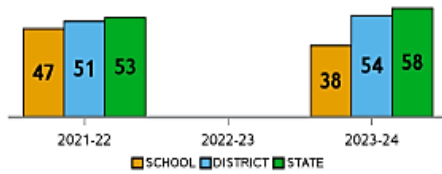
ELA Achievement

	SCHOOL	DISTRICT	STATE
2021-22	18	47	53
2022-23	15	45	51
2023-24	14	48	56



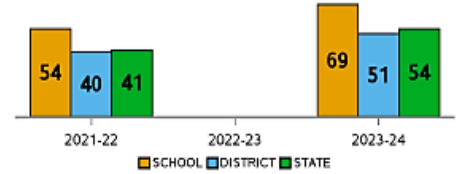
ELA Gains

	SCHOOL	DISTRICT	STATE
2021-22	47	51	53
2023-24	38	54	58



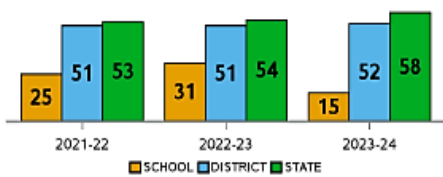
ELA Gains (Bottom Quartile)

	SCHOOL	DISTRICT	STATE
2021-22	54	40	41
2023-24	69	51	54



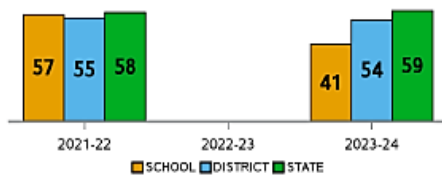
Math Achievement

	SCHOOL	DISTRICT	STATE
2021-22	25	51	53
2022-23	31	51	54
2023-24	15	52	58



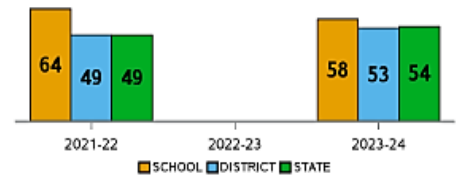
Math Gains

	SCHOOL	DISTRICT	STATE
2021-22	57	55	58
2023-24	41	54	59



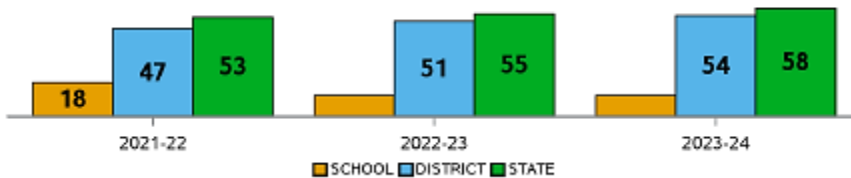
Math Gains (Bottom Quartile)

	SCHOOL	DISTRICT	STATE
2021-22	64	49	49
2023-24	58	53	54



Science Achievement

	SCHOOL	DISTRICT	STATE
2021-22	18	47	53
2022-23	11	51	55
2023-24	11	54	58



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RAISE Data

The RAISE program establishes criteria for identifying schools for additional support from State Regional Literacy Directors (SRLDs).

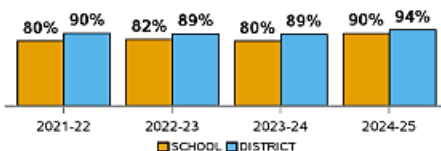
Northwestern Legends Elementary RAISE Data 2022, 2023, & 2024					
School Year	% Scoring Below Level 3, Grade 3 ELA	% Scoring Below Level 3, Grade 4 ELA	% Scoring Below Level 3, Grade 5 ELA	2022 ELA Learning Gains	ELA BQ Learning Gains
2021 - 2022	79	83	84	47	54%
2022 - 2023	82%	81%	86%	N/A	N/A
2023 - 2024	85%	84%	88%	38%	69%

Northwestern Legends Elementary School - ESSA Subgroup Trend 2022, 2023, and 2024							
School Year	Percent Tested	School Grade	ESSA Category (CSI, TSI or ATSI)	Federal Percent of Points Index - All Students	Overall Federal Percent of Points Below 41%?	Total Number of Subgroups Missing the Target	Subgroups Below 41% in the Current Year
2021 - 2022	98	D	CSI	40	YES	3	Black, Students with Disabilities, Economically Disadvantaged
2022 - 2023	97	F*	CSI	19	YES	3	Black, Students with Disabilities, Economically Disadvantaged
2023 - 2024	99	D	CSI	33	YES	4	Black/African American, Multiracial, Students with Disabilities, Economically Disadvantaged

School Climate - Suspension Event % is determined by the number of total Referrals that had an Internal/Out of School event as part of the Referral.

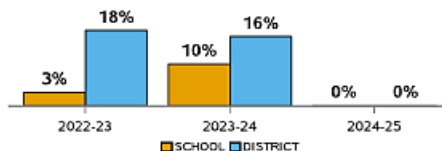
Average Daily Attendance

	SCHOOL	DISTRICT
2022-23	82%	89%
2023-24	80%	89%
2024-25	90%	94%



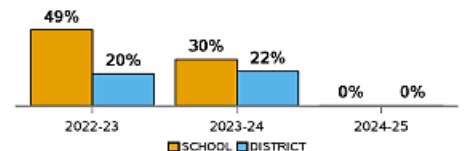
Internal Suspension Events

	SCHOOL	DISTRICT
2022-23	3%	18%
2023-24	10%	16%
2024-25	0%	0%



Out of School Suspension Events

	SCHOOL	DISTRICT
2022-23	49%	20%
2023-24	30%	22%
2024-25	0%	0%



Methodology – Needs Assessment

In alignment with the district’s continuous improvement model, Duval County Public Schools engages in a comprehensive needs assessment that aligns with the implementation of the current district strategic plan. This includes analyzing several data points such as achievement, discipline, attendance, teacher performance and retention, culture, stakeholder surveys and community feedback. In addition, instructional reviews and benchmark walkthroughs are conducted. Instructional reviews are walks conducted by region and district leadership to review the prior year’s school data. The instructional review is implemented as follows:

- Review the prior year’s data and priority areas.
- Review current academic goals of the school based on data.
- Review and monitor the school’s current School Improvement Plan and ensure it aligns to academic goals.
- The school presents their school-based assessment of where they are regarding the implementation of quality instruction as well as lookfors for the instructional walk.
- The district team walks high accountability classrooms while using the district’s benchmark walkthrough tool to assess quality instruction for all students.
- The district and school team debrief and then develops an action plan for next steps.

The Instructional Review rubric is used during the review to assess Instruction and Delivery, Evidence of Student Learning, and Assessment of Student Learning.

The district’s benchmark walkthrough focuses the observer on looking at the Assessment of Student Learning in the classroom. That observer is looking to see if the assessment (task) of students (Benchmark Progress Monitoring) encompasses a variety of methods and whether those methods are appropriately aligned to student tasks (differentiated), and the levels of proficiency of the benchmark(s) and or State assessments. This tool provides a way to gather data on benchmark-based instruction and assessment practices in order to provide feedback to teachers, calibrate expectations of benchmark-based instruction, and focus on teacher practices and evidence of student learning. Data on benchmark walks is entered through a Qualtrics dashboard. Based on school size, each school has a required number of walks they must conduct on a weekly basis. A BWT dashboard was created to provide school-based administrators and key district areas vital data/data trends to support improved student outcomes. The dashboard has the flexibility to review data by school, administrator, content area, benchmark tool components (Instructional Delivery, Assessment of Student Learning, and Evidence of Student Learning) and a specific timeframe (year, month, day, etc.). At the school level, professional development is based on student and teacher data.

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

Academic Interventions - The implementation of targeted interventions for struggling students (after school tutoring and specialized instruction including small group instruction), improved student outcomes (BQ gains 69%). The school received external vendor support through MGT Consulting. That support focused on small group instruction for grade five in the area of ELA. This support will continue this year and include other areas as based on the needs assessment conducted by the vendor. Last year, the focus centered on novice teacher support. This year’s focus will address the following:

- Leadership Support Area of Focus: Implementation of proven, organizational, operational, and instructional leadership practices aligned to successful school improvement and student achievement.

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- Professional Development Area of Focus: Content area support and professional development to improve common planning/lesson implementation and the pedagogy of classroom teachers and content area coaches and interventionist.
- Effective Principal Leadership – Though Principal Brown has a proven history of turning around challenging SI schools, she was provided with a mentor who also moved her schools out of SI status. This partnership provided opportunities for best practices to be shared, modeled, and implemented. This mentor support will continue this year.
- Using Data - Effective use of data to inform instructional practices and make decisions about interventions impacted student growth. This practice will continue through work in PLCs, support from the vendor, MGT Consulting, district support, and through use of the Districts comprehensive SAS data analysis site and on-going reports to schools.
- Targeted Ongoing Training - Providing teachers with regular, high-quality professional development tailored to their needs and improved lesson delivery. This practice will continue through PLCs, training sponsored by the district’s Academic Services department, and conferences.

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

- Differentiated Instruction/Data Analysis - The use of assessment data to inform and differentiate instruction to meet the diverse needs of students has not yielded the expected results. The district has contracted with MGT Consulting, INC. to provide targeted support to improve the leadership capacity of the school principal, assistant principal and the instructional pedagogy of teachers and staff. Through this partnership systematic analysis of student performance data will occur that results in professional development that targets adjusting teaching practices based on data to improve student outcomes. In addition, schools will receive six dedicated content areas specialist support (ELA, Math, and Science), from the district, region, and external contract vendor.
- Truancy - The implementation of incentives to improve student attendance has not been successful. A designated truancy officer will be provided to decrease absenteeism. The truancy officer will conduct investigations and provide assistance in resolving student truancy problems. The truancy officer will collaborate with the district guidance office and school principal in determining a course of action. The district is also collaborating with the City of Jacksonville, which is implementing a new attendance campaign, Show up to Shine. The Show up to Shine Attendance Initiative will combat student attendance on a city-wide level through collaboration with Read USA, United Way of Northeast Florida, and Duval County Public Schools.
- Supportive Environment – Results of the annual 5Essentials survey show that students rate this measure the lowest. The district recognizes that in schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:
 - students feel safe in and around the school,
 - they find teachers trust-worthy and responsive to their academic needs,
 - all students value hard work, and
 - teachers push all students toward high academic performance.

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Region and district leadership will work with the school’s leadership team to implement a system of support to create a consistent supportive environment. This may include but not be limited to PBIS framework implementation, professional development, and support, engaging parents and families to strengthen the support network for students, establishing school-wide norms, training students and staff on the district anti-bullying programs, and fostering positive relationships among staff, students and parents. In addition to the available resources, the Community Assessment Team (CAT) will be tasked with developing strategies to address this area.

Northwestern Legends 5 Essentials Survey Results by Measure			
	2021-2022	2022-2023	2023-2024
Ambitious Instruction	57 (N)	45 (N)	50 (N)
Effective Leaders	29*	43 (N)	56 (N)
Collaborative Teachers	18**	27*	33*
Involved Families	18**	28*	29*
Supportive Environment	17**	27*	16**
(S) - Strong (N) - Neutral *-Weak **-.Very Weak			
Lowest Measure: Supportive Environment			
Supportive Environment - Very Weak	2021-2022	2022-2023	2023-2024
Academic Professionalism	54 (VS)	48 (N)	38 *
Peer Support for Academic Work	1**	31*	6**
Safety	1**	1**	1**
Student Teacher Trust	12**	27*	19**
(VS) Very Strong (S) - Strong (N) - Neutral *-Weak **-.Very Weak			

To address school safety concerns, the district will continue its commitment to provide secured perimeters, surveillance by monitoring inside and outside the school, limiting access points, and safety upgrades at all schools. The district will also continue to implement policies to combat bullying, have systems for reporting threats (anonymously), and implement positive behavior supports, and restorative practices. The district will further work to improve positive student/teacher relationships and provide resources for mental health (students and teachers). Though we provide training and resources to improve student and teacher relationships increased use of peer mediation, restorative practices with additional training for teachers, and increased use of student, teacher, and community forums would provide additional feedback to address growth needs in the area of safety.

City Year Agreement - Through this partnership, City Year will support students in grades three through five to improve literacy and numeracy. Select students receive tier 1 and tier 2 (small group) support in ELA (reading) and math. Attendance and behavior are also a focus, targeted with intervention strategies that help enhance learning and impact growth.

Attendance Plan - In addition to the partnership with City Year, the district has created an attendance plan to better support Northwestern Legends Elementary. This plan includes a full-time on-site truancy officer, social worker, mentor support through an Exchange Club Family Parent Aide (local

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support agency), case staffing support through the Youth Crisis Center, I'm a Star Foundation (mentor support), and data tracking support.

We believe that the collaboration with City Year and implementation of an attendance plan tailored to the school's needs will improve school climate and student outcomes.

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.

Accountable and Shared Leadership

Comprehensive Needs Assessment (CNA) - Assessment data is crucial for establishing clear performance goals for both students and staff. The turnaround plan involves analyzing assessment results to identify leadership gaps and areas where decision-making processes need improvement. Through the external provider support contract with MGT Consulting, a Comprehensive Needs Assessment (CAN) that identifies factors in the school that either supported learning or limited learning will be conducted. The findings from the CNA will contribute to the plan of support for the school and guide the actions of the consultant who served as the onsite lead. This assessment will also guide professional development to be delivered in a variety of formats to the leadership team and instructional staff.

Executive Leadership Coaching - MGT consultants will serve as both a thought partner and critical friend, supporting the school principal in strengthening their leadership skills. Their coaching activities will focus primarily around the following: recognizing quality teaching and learning, providing timely and impactful feedback to teachers on lesson observations, conducting environmental scans to determine the quality of the school's culture and providing suggestions on strategies to improve it, building processes and procedures for the safe and orderly operation of the school, building effective communication strategies for both internal stakeholders and school families and the community, and working with central office personnel to effectively obtain and coordinate resources required for successful school turnaround.

LEAD Process – Within DCPS, the Learning through Earned Autonomy based on Data (LEAD) initiative supports a collaborative approach to sharing strategies around data-based priorities. LEAD Cohorts are developed at the principal, assistant principal, and teacher levels to engage in conversation of systematic and

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instructional practices. Annually, the school principal creates LEAD priorities that are tied to their School Improvement Plan. A LEAD priority is identified as the intervention or strategy used within the Area of Focus in the SIP. The chief of schools meets with each cohort during the year to discuss priorities and monitor progress. Each meeting with the Chief of Schools has an intended focus driven by a question-and-answer session. In addition to the sessions guided by the Chief of Schools, cohorts also meet with region leadership throughout the year, conduct focus walks at each other's schools, and work on professional development activities.

Statistical Assessment System (SAS) – The [Statistical Assessment System](#) (SAS) dashboard provides summative data such as formalized testing, student discipline, absenteeism, and ESE. Performance Matters is a data warehouse that provides teachers with test making capabilities and data exports to analyze student needs. Additionally, it also provides a large capacity of data that includes blended learning diagnostic assessments, district-administered tests, and tests provided through the curriculum in a manner that can be tailored to meet the teacher's needs to best plan for differentiated instruction. Customized data reports can also be developed to serve as a tool to guide data chats with students and families. These data dashboards assist administrators and teachers in being efficient with their time so they can devote more of their energy to instructional practices and engaged student-led learning environments.

Standards-Based Instruction and Learning

The district's Data and Assessment (DAT) team provides instructional staff with tailored professional development in sync with their job duties, (i.e., classroom teachers, school counselors, academic coaches, school administrators, etc.). DAT team members provide on-demand help sessions and monitor their Microsoft Teams channel around the clock to support staff in making the best data-driven decisions for students. Content area specialists regularly dedicate a portion of professional learning sessions focused on the significance of data-driven instruction, model how to pull key data, and set aside time for teachers to effectively plan instruction using formative and summative data. Understanding how to find and analyze student data helps teachers in tailoring instruction to meet students' needs, ensuring that all students are progressing toward mastering the required standards. Through PLCs and lesson planning, teachers will differentiate instruction, provide targeted interventions at the school level and via support from the Office of School Improvement which oversees the MTSS process, and adjust their teaching strategies to improve student outcomes. Professional development will be provided to teachers based on the areas where students are underperforming.

RAISE/State Regional Literacy Support – The district's Director of Reading and the State Regional Literacy Director collaborate to provide professional development to teachers and administrators at Intensive RAISE schools. This school will receive on-site support from the literacy RED throughout the month and support from district reading specialists who are onsite throughout the week.

MGT Support to Guide Effective Teaching and Learning – The following supports will be provided by the external support vendor, MGT.

1.
 - Shared Observations - MGT and school leadership will conduct shared lesson observations/walkthroughs to establish an agreed upon baseline profile of the high quality of

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instruction. This collaboration will continue throughout the school year with updates to the profile to determine if intervening strategies and feedback are contributing to higher quality teaching and learning. This process will help to both sharpen school administrators' discernment of quality and map instructional strengths and weaknesses across the school.

- Instructional Coaching - MGT consultants will provide instructional coaching for instructional staff centered around four key areas of instruction: 1) clarifying learning objectives; 2) identifying student success criteria; 3) engaging students throughout the lesson; 4) conducting formative assessments to determine the extent of mastery of learning objectives.

4-Step Process – All schools implement the 4-Step Process during the second semester of each school year to further individualize learning in efforts to increase student proficiency. Through the 4-Step Process, schools triangulate student performance and progress monitoring data to create a prescriptive plan of support for students who are not proficient in at least one prioritized content area. This process may also include those who were previously highly proficient, but data indicates their level of academic progress is decreasing. Once students are identified, a plan is created for in-class interventions by a certificated teacher. This plan includes dosage and content area focused strategies. Throughout the implementation and oversight of their action plan, schools determine the following:

- Strategies to be implemented for targeted students.
- Evidence used to determine if strategies are working.
- Responsible team members who will implement support strategies.
- A timeline of implementation.
- Additional supports needed from the district or region leadership to ensure success.

MTSS (Multi-Tiered Support Services) Process – Principals and teachers have shared that they appreciate the variety of district resources and tools used to support on grade level instruction and intensive remediation, but at times felt overwhelmed by the number of resources and which will best support the learning needs of each student within the MTSS process. To better support principals and teachers, the Office of School Improvement will conduct professional development for school-based leadership team and teachers on the implementation of the MTSS process at the school and classroom levels. In addition, the Office of Student Discipline will provide assistance and guidance for specific behavior supports. Resource guides have been developed to guide leadership teams in creating a MTSS process specific to the needs of the school and facilitating the collaborative problem-solving process. Teachers will be provided with a resource document developed by our Academic Services department to aid in making better decisions to identify resources to use as tiered interventions. Ongoing support with quarterly check-ins will be provided throughout the school year.

Positive Culture and Environment

Parent Engagement

Duval County Public Schools recognizes that stakeholder involvement and feedback is critical to ensuring positive outcomes for all students. The district provides opportunities for stakeholders to engage at both the district (District Advisory Council, Independent Citizens Oversight Committee, Principal Forums, School Health Advisory Council (SHAC), etc.) and school level (School Advisory Council, PTA/PTSA, focus groups, etc.). Analysis of surveys, behavioral data, academic performance data, and feedback from committees/councils provides insight into the school's culture and environment. Often, our most challenged

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schools struggle with community and parent engagement. To address this challenge, the following strategies/initiatives will be implemented:

- The district will task our District Advisory Council to outline solutions to increase parental and community involvement.
- The district hosts a Parent Academy that offers courses for parents to learn more about how to support their student at home. We will expand the marketing of this program and provide opportunities for parents to join virtually from their homes.
- The DCPS Office of School Improvement will provide resources and professional development for the school's leadership team around the work of Karen L. Mapp on Family and Community Engagement.
- Elementary TOP schools will receive parent and community engagement kits to implement a family literacy night for parents of students in grades K-5.
- Northwestern Legends Elementary will have a parent liaison who will work to bridge the school to home connection. Their focus centers around ways to support and engage parents.

School Culture – Supportive Environment

DCPS utilizes the 5Essentials (UChicago Impact) evidence-based survey, to receive feedback on school performance. The survey is administered annually to students in grades four through twelve, instructional personnel, and parents. The survey provides data on five essential areas found to be critical for school success; Ambitious Instruction, Effective Leaders, Collaborative Teachers, Involved Families, and Supportive Environment. Answers to items are grouped into measures and essentials so that teachers and leaders can reflect on trends, patterns, strengths, and areas for improvement. The results for measures and essential areas are reported as performance colors (green, yellow, and red) and ratings that indicate whether measures are above the benchmark (very strong, strong, and neutral) or below the benchmark (weak and very weak).

Overall, the essential of supportive environment was rated the lowest of all essentials with safety having a significant gap. Despite this, it is encouraging to see that most students feel safe (97%) inside their classrooms, where they spend the majority of their school day. As a next step, the district will work to provide support to schools so that they can assess their common areas to determine strategies to increase safety outside the classroom environment. For students who do not feel safe outside of the school campus, the district's school police department conducts ongoing safety assessments of all schools. They have a collaborative relationship with our sheriff's office and both offices share vital information on a regular basis to decrease the likelihood of criminal activity.

Trust-Based Relational Intervention – The Karyn Purvis Institute is the sole provider of Trust-Based Relational Intervention (TBRI). TBRI is an evidence based, trauma informed, holistic model of care which focuses on supporting and meeting the needs of children and youth who have experienced adversity early harm, toxic stress or trauma. The intervention encompasses three principles which include empowering principles to address physical needs, connecting principles for attachment needs and correcting principles to disarm fear-based behavior.

Identified teachers at Northwestern Legends will be trained as practitioners to train school-based staff and parents. This training will provide an opportunity for teachers and parents to create more trauma informed environments for students. As a result, targeted students will be able to improve socially, behaviorally, and academically which will also create an environment conducive for learning.

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Attendance Plan - In addition to the partnership with City Year, the district has created an attendance plan to better support Northwestern Legends Elementary. This plan includes a full-time on-site truancy officer, social worker, mentor support through an Exchange Club Family Parent Aide (local support agency), case staffing support through the Youth Crisis Center, I'm a Star Foundation (mentor support), and data tracking support.

Positive Behavioral Interventions and Supports - It is an evidence-based framework used in schools to improve student behavior, academic performance, and overall school climate. PBIS is designed to promote positive behavior and reduce problem behaviors by creating a structured environment where expectations are clearly defined, taught, and reinforced. DCPS has an extensive PBIS support system with specialists who provide resources, professional development, and other supports. This school will receive priority support and access to this support.

Part B.

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:

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

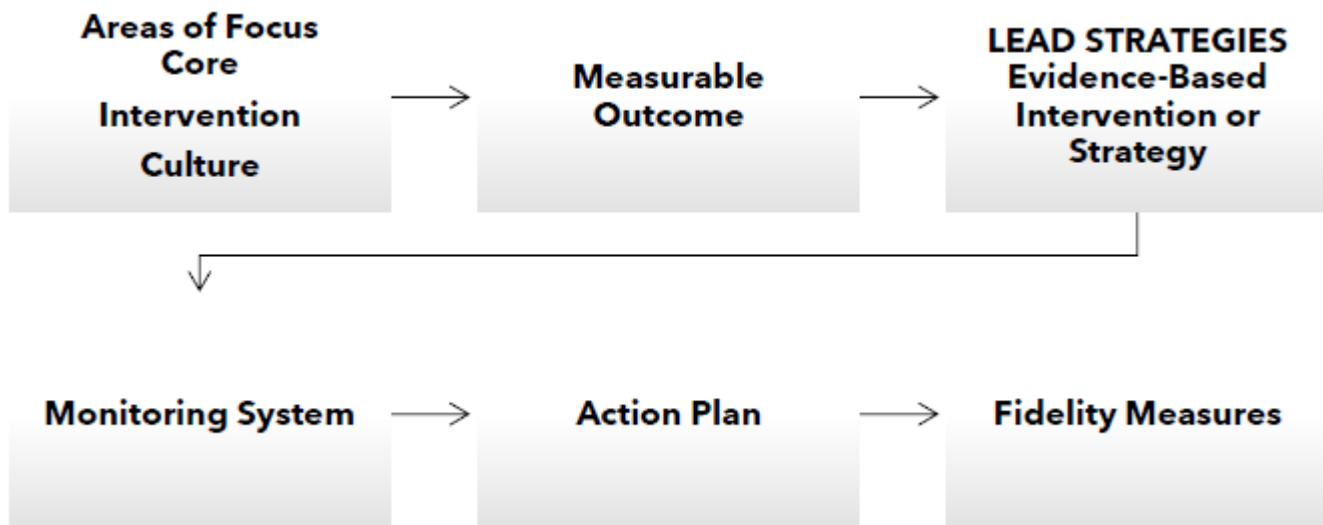
DCPS has developed a comprehensive system centered around the development and implementation of the School Improvement Plan (SIP). The district has implemented a series of professional development modules known as the Leadership Playbook. The SIP is the primary focus for this professional development strategy that outlines the processes for Planning for School Improvement, providing Intentional Supports for Students (4-Step Process), and Monitoring for School Improvement.

Prior to the start of school, data is analyzed at the school level and district level. This data then informs the Areas of Focus for the SIP and Priorities for the district's LEAD process. As indicated above, through the LEAD process, principals are grouped into cohorts within their region. Principals select three priorities tied to their SIP Areas of Focus to work on for the year. The Chief of Schools meets with each cohort during the year to discuss priorities and monitor progress. Each meeting with the chief of schools has an intended focus driven by a question-and-answer session. In addition, throughout the year, cohorts also meet with regional leadership, engage in professional development activities and conduct Lead Walk-Throughs (LWTs) at cohort schools.

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Lead Walk-Throughs (LWTs) are walk-throughs that are directly aligned with the LEAD strategies from the School Improvement Plan. They are initially done during the beginning of the year's Instructional Review. The LWT template should be used to indicate each individual school's areas of focus and/or LEAD strategies aligned to the SIP. The Instructional Review team will utilize the LWT to observe classrooms, debrief as a group, address instructional gaps, celebrate best practices, and determine professional learning needs. It is possible at the end of an Instructional Review that the SIP areas of focus and/or LEAD strategies will be modified based on the findings of the review. Outside of the Instructional Review window, LWTs will be used throughout the year to continuously monitor the progress of meeting the SIP goals.

By implementing this structured system of LEAD Walk-Throughs, schools can effectively monitor the implementation of strategies and progress towards meeting the goals of the School Improvement Plan, resulting in improved student outcomes.



Implementation of the 4-Step process has direct connection to the school improvement plan. Through this process, the individual needs of students are met by identifying targeted student supports that will occur at the school level to improve student outcomes. This process provides a structured framework for school improvement, with a focus on data-driven decision-making and ongoing evaluation of progress to meet academic goals. The 4-Step planning process season begins in December/January. Once implementation begins in mid-January, the plan is fluid and updated based on student outcomes through progress monitoring. The season for four-step ends in April.

In addition to the cyclical process of school improvement planning and development, LEAD priorities, LEAD Walkthroughs, and the 4-Step Process, the district will work with schools in the implementation of their turnaround plan as follows:

- Collaborative Support/Monitoring Meetings - Periodic meetings (every six weeks) will occur with district leadership, the external support contractor team, and the school principal. These meetings will provide an opportunity for principals to celebrate improvements, express concerns, and provide an assessment of what is working and what additional supports they may need.
- Content Area Support – The district's content area specialists will provide on-site support to teachers in the areas lesson planning and implementation, modeling, support with PLC meetings, or other needs as identified by the school principal.

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- Monitoring – Region and district administrators will be on site weekly to observe, support, and provide feedback.

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), 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 state academic standards across grade levels to improve background knowledge in social studies, science and the arts.
- The district shall prescribe and require progress monitoring assessments that are aligned to Florida’s state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

Assurance 1: Narrative of District Capacity and Support

In the box below, the district should provide information about its systems that support school leadership teams to implement turnaround interventions, including the following: alignment and allocation of support and resources, policies and practices, governance systems for review and monitoring. At a minimum, the narrative shall address the following:

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how⁶⁷ the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida’s state academic standards for ELA, mathematics, social studies and science; the research that shows it to be

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- effective with schools that are low performing with students of similar demographics; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
 5. Identify progress monitoring and summative assessments aligned to Florida’s state academic standards that will be used in the school.
 6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
 7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
 8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.
 9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
 10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

Implementing a Comprehensive Approach

Duval County Public Schools has a tiered system of support to align interventions for challenged/TOP schools. The first tier of support begins with the Superintendent’s cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district’s strategic plan initiatives.

The next level of the tier branches out with the Chief of Schools who oversees the district’s Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region)). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented. Ensuring adequate funding, resources, and support is available to challenged/TOP schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for challenged/TOP schools. This support includes but is not limited to the following:

- 1) Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel. In addition, the leaders from the Division of Schools and Academic Services have bi-weekly meetings to discuss the implementation of curriculum, support provided by content area specialists, plan next steps of support, and address any areas that need support at our challenge/TOP schools.

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- 2) Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
- 3) The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
- 4) Finance – Finance provides the funds to ensure resources, and the personnel needed to address individual school needs are available.
- 5) Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This includes a dedicated staffing team to our Turnaround School Region (ISR), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though these examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

Program Alignment to Florida Standards

When considering any adjustments to curriculum and instruction, each content area will return to audit their curriculum guides to make necessary instructional adjustments. For this audit, the district uses a detailed framework for evaluating curriculum and instruction. This framework, the [Curriculum Quality Rubric](#), published by the Council for Great City Schools includes criteria for assessing the quality of defined clear standards, instructional coherence, articulation of expectations, inclusion of scaffolds and supports, links to high-quality materials, and assessment guidance. In addition to this comprehensive evaluation, the district incorporates a feedback Qualtrics link in all curricula guides so that teachers and administrators may provide direct stakeholder feedback regarding any errors, suggestions or enhancements, or additional comments on effectiveness. Furthermore, the district employs teacher leaders to assist in the development and refinement of curriculum guides each year.

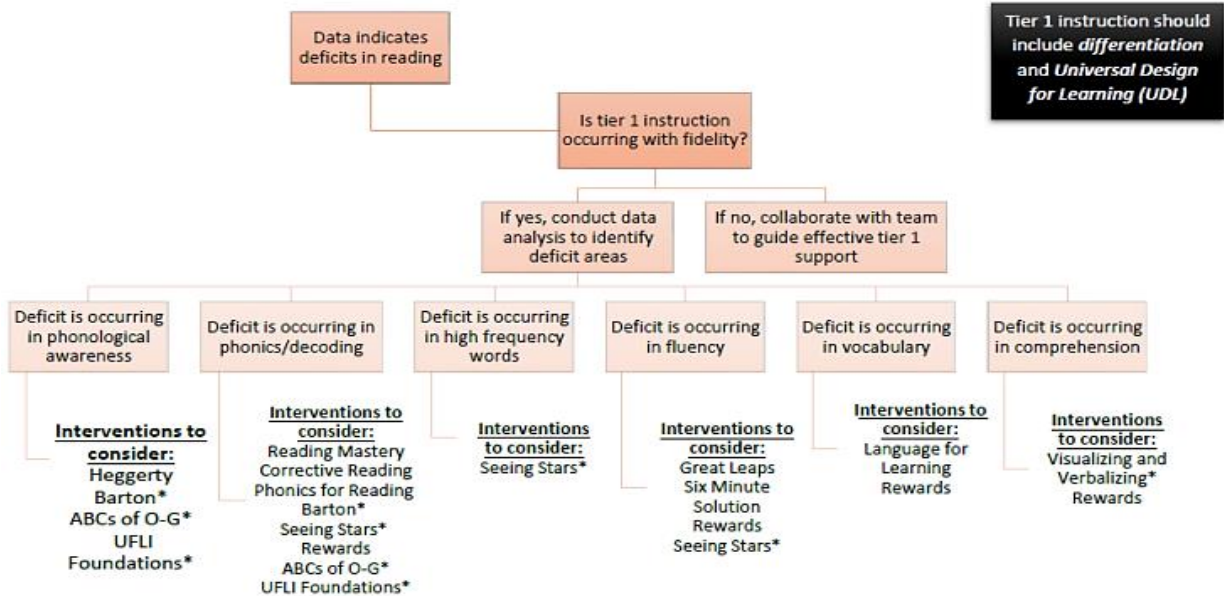
During each designated content adoption cycle as guided by the Florida Department of Education, a comprehensive and meticulous review process is undertaken for core adopted curricular and assessment materials, adhering to the State of Florida's guidelines for adoption. This process encompasses several layers of evaluation, including a district-level examination, cycles of stakeholder feedback, and thorough reviews conducted at both the school and community levels. These stages precede the final selection, ensuring a broad spectrum of perspectives are considered. The curriculum adoption decision is based on a

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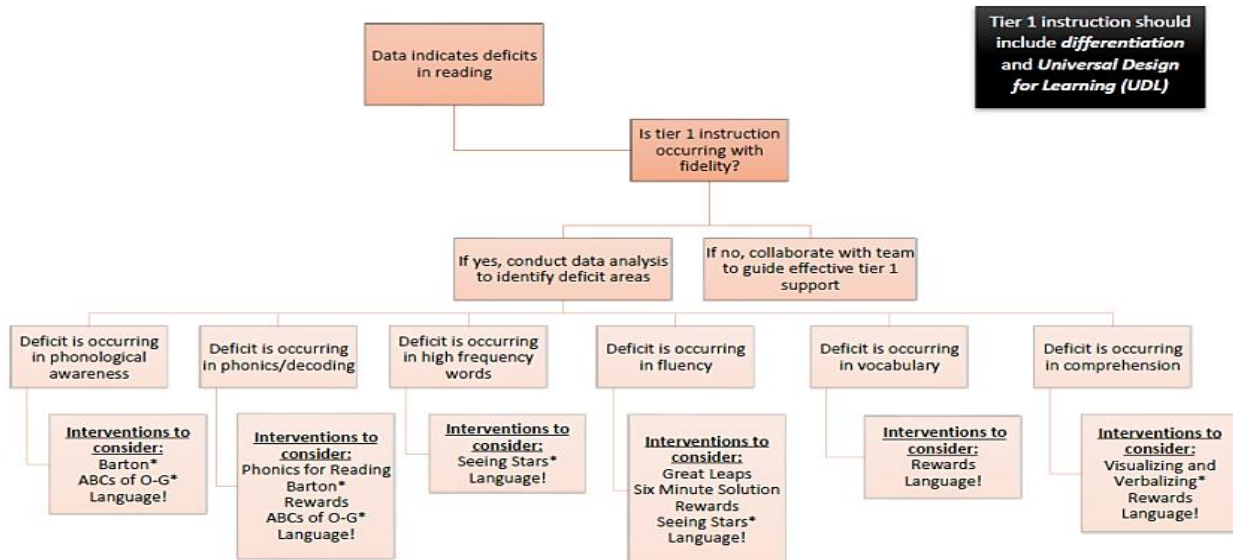
rigorously defined rubric that combines state and district requirements for high quality core curriculum. This rubric is designed to uphold the principles of equity and excellence, ensuring that the selected materials not only meet but exceed the educational standards of Florida. It serves as a critical benchmark in the selection process, guiding the evaluation of potential curricular materials to ensure they align with the high-level academic and instructional expectations set forth by the state.

Reading Intervention Programs

K-5 Problem-Solving Tool: Reading



6-8 Problem-Solving Tool: Reading



Progress Monitoring and Summative Assessment Alignment

Duval County utilizes several types of assessments to inform instructional strategy and monitor student progress. Learners' progress is carefully monitored through a comprehensive and balanced assessment system, which encompasses assessments for and of learning. Central to this system are formative assessments, which are integral in all classroom settings. These assessments are strategically developed to facilitate ongoing learning throughout the curriculum. They are embedded in curricular materials, enhanced by Academic Services, and further refined through collaborative work in Professional Learning Communities (PLCs). The variety of formative assessments includes, but is not limited to, quizzes, mini-tests, classroom discussions, exit tickets, teacher observations, peer and self-assessments, and student learning journals.

The district has created aligned district assessments in state tested grade levels and courses. These assessments afford the district opportunities to analyze progress districtwide and create predictive measures on state assessments. These assessment results also assist in making district level decisions about any revisions to curriculum, instruction, and professional development in the short and long term, by school, by student. They also provide students the opportunity to track their own progress through data trackers and discussions, with next steps documented. For example, at the midyear point in a school year, District Monitoring Assessments (DMAs) and blended learning diagnostics help teachers pinpoint standards and skills where students may need additional attention and direct those pathways as necessary, through curriculum resources and instructional plans. Using the district data and assessment system *Performance Matters*, teachers are able to tie assessments to course standards in just a few clicks thereby increasing opportunities to check for learning progress more explicitly.

Progress Monitoring – Continuous Support

The district will work to ensure that schools are aware of and use the tools and resources available to progress monitor student performance. Professional development training offered by the DAT team can be done in person, online or through self-paced Canvas courses. In addition to the current resources available, the following changes will be implemented to provide continuous support for this school. Professional development training offered by the DAT team can be done in person, online or through self-paced Canvas courses. In addition to the current resources available, the following changes will be implemented to provide continuous support for this school:

- Priority access to assessment training opportunities will be granted to all TOP schools.
- The external support contractor team members have signed a student data privacy agreement as a part of the contract process. These members will be provided access to the district assessment dashboard systems, so they have the most recent school data.

Allocation of Support

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Through the district's School Allocation Model, funding is intricately linked to student enrollment and their specific needs. Analyzing diverse school data prompts tailored resource allocation. Struggling schools receive targeted aid, be it instructional coaching for academic hurdles or non-instructional support for absenteeism or discipline issues. Additionally, a dedicated regional initiative (Innovations for School Improvement) bolsters underperforming elementary schools, providing critical coaching and leadership aid to address learning gaps.

At the elementary level, tiers of intervention are embedded in the daily instructional framework, with guidance available to teachers. Student data is analyzed to determine if individual students need intervention or acceleration supports or opportunities, based on progress towards grade level proficiency.

K-3 Supplemental Instruction Resources

The Division of Accountability and Assessment will provide a report to each principal that identifies students in grades K-3 in need of Tier 2 or Tier 3 interventions based on the designated percentile ranges after each state level progress monitoring assessment (K-2) or FAST PM (grade 3). Teachers will use the available information from screening and diagnostic assessments to identify areas of deficiencies and create a plan for the appropriate tier of intervention (PMP or IEP goals) including specific goals, strategies, and progress monitoring.

Supplemental instruction is provided to students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations:

- Provided in addition to Tier 1 instruction (more time for instruction).
- Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1.
- Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus) .
- Delivered to students with similar needs.
- Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback.

For K-3 students who have a substantial reading deficiency or characteristics of dyslexia, the following multisensory interventions are provided 2-3 times a week for 15-30 minutes per session.

- Waterford Reading Academy (K)
- UFLI Foundations (K-2)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Intervention (3-5)
- Seeing Stars (K-5) • ABCs of O-G (ESE)
- Visualizing and Verbalizing (ESE)
- Word Connections (3-5)
- Lalilo (K-5)
- Reading A-Z (K-2)
- Amira tutoring

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• Imagine Learning (ESOL)

Tier 2 Instructional Resources:

- i-Ready (1st -2nd),
Freckle (3rd – 5th), Lalilo (K-5), and Amira tutoring
- Benchmark Advance Intervention Lessons Print Concepts, Phonological Awareness, Phonics, Fluency, and Reading Comprehension (K-5)
- UFLI Foundations Lesson Extensions Phonemic Awareness and Phonics (K-5)
- Heggerty Phonemic Awareness (K-2)
- Seeing Stars (K-5) • District-created tutoring modules aligned to B.E.S.T. benchmarks
- Reading A-Z (K-2) 15
- Reading Progress & Coach (K-5)

Tier 3 Instructional Resources (face-to-face instruction 4-5 times a week for 30-60 minutes per session):

- UFLI Foundations Lesson Phonemic Awareness and Phonics (K-5)
- Heggerty Phonemic Awareness (K-2)
- Heggerty Bridge the Gap Phonemic Awareness Intervention (3-5)
- Seeing Stars (K-5)
- Barton Spelling (3-5)
- Reading A-Z (K-2)
- Reading Progress & Coach (K-5)
- Word Connections (3-5)
- Amira tutoring
- District-created tutoring modules aligned to B.E.S.T. benchmarks

District Policies and Practices Needed to Support the School

- School Consolidation Process – Our school district is in the process of consolidating and reducing small schools. Through this process of consolidation and school closures, schools where there are a larger number of teachers on each grade level have richer opportunities to lesson plan, share best practices, mentor each other, and enrich the PLC process.
- Recruitment and Retention Incentives – Additional incentives to recruit and retain teachers in our most challenging schools would help to attract the best teachers.
- Collaboration between the Division of Schools and Academic Services – Recently, our district began implementing bi-weekly collaboration meetings between departments. This has led rich conversation around how to best implement the district curriculum, support schools, monitor progress, and make needed adjustments in a timely manner.

Monitoring the Effectiveness of Support

The district will review and monitor student achievement and school data (discipline, attendance) to determine the effectiveness of support. Regular checkpoints are embedded in the district assessment processes (Automated reports via SAA, Progress Monitoring Data Reviews and Mid-year Reflection) to review data throughout the year. This includes but is not limited to the following:

- FAST PM1 (August and September).
- I Ready Reading/Math 1st and 2nd grades (October).

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- DMA1 Grades 5-8 (October – Optional Assessment).
- FAST PM 2 and STAR Reading (December-January) – 4 Step Process Begins.
- Mid-Year SIP Reflection and Meetings.
- DMA3 – Optional Mock Assessments 2nd – 12th grades.

The district will have monthly meetings with the Bureau of School Improvement to discuss progress, problem-solve to address concerns, and visit schools. In addition, region leaders meet on bi-weekly to discuss schools and monitor progress.

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 it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.

For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a VAM rating that is below effective is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with a VAM rating that is below effective is less than the state average.

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

Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.

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- Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

Assurance 2: Narrative of School Capacity-Leaders

In the box below, the district must provide information about its systems to ensure the school has an effective administrator capable of leading the turnaround efforts, including desired experience and competencies, recruitment and retention incentives and operational flexibility. At a minimum, reply to the following:

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal has a proven record of success in turnaround schools and the qualifications to support the student population being served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
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 DCPS Division of Schools, which oversees 158 schools is divided into five regions led by the Chief of Schools, Region Assistant Superintendents and Executive Directors. These leaders, in collaboration with the district's Professional Development department, provide ongoing professional development to school leaders via monthly principal meetings, leadership programs, and professional development resources. An analysis of district, region, and school-level data along with the implementation of the district's school level administrator evaluation system aids identifying the needs of individual schools and school leaders.

Annually, school leaders complete a school-based administrator's self-assessment based on the FLDOE Principal Leadership Standards. Region leadership completes the same assessment for the leader and the school leader and region leader conference to compare and outline areas of strength, focus, and needed support to be implemented for the year. Through these individual conferences and data analysis, a needs assessment is done to identify the types of professional development and support needed for improved leader pedagogy and student outcomes. Additionally, instructional reviews, walkthroughs, surveys (5Essentials, professional development, etc.), and individual growth plans are used to identify needs and provide support.

Though the Division of Schools has multiple regions, it operates as a cohesive unit. Under the leadership of the Chief of Schools, region, and district leadership work as a team to conduct walkthroughs with school leaders to identify assistant principals ready to lead as a principal and/or current principals who

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have the pedagogy to serve as a leader in a turnaround setting. For the past two years, the walkthroughs were also structured to determine if the leader is prepared to lead not just a school but any school in our urban school district regardless of its turnaround or non-turnaround status. At the conclusion of the walkthroughs, the team meets to discuss recommendations for either panel interviews (assistant principals) or individual conferences with the Chief of Schools for consideration of a recommendation to the Superintendent for placement at a school improvement school.

As a result of this process, the Division of Schools is able to identify a pool of candidates who have the skill set to lead in a school improvement school. District leadership programs include the following:

District Leadership Programs

Aspiring Leaders and Rising Leaders are DCPS leadership preparation programs that prepare participants to serve as either an assistant principal or a principal.

- Aspiring Leaders is designed for current DCPS staff who have an interest in school-based leadership. Successful completion of the coursework and a passing score on the FELE will allow the candidate to add Educational Leadership (Level I) to their professional certificate, as well as make them eligible for placement on the district's assistant principal eligibility list of candidates for hire. Please note, candidates must pass a panel screening to be eligible for placement on the eligibility list.
- Rising Leaders is designed for DCPS assistant principals seeking Level II School Principal Certification. Successful completion of the coursework will allow the candidate to add School Principal (Level II) to their professional certificate, as well as make them eligible for the opportunity to interview to be placed on the Principal List of candidates.

The Aspiring Leaders and Rising Leaders programs are each 10-month programs and are aligned to the Florida Principal Leadership Standards with a focus instructional leadership and faculty/staff development. Participants gain experience in giving feedback to develop teachers, using data to drive instruction, having courageous conversations, engaging in action research, and analyzing case studies to build professional judgement capacity. Upon completion of the program(s) candidates receive eligibility for School Leader certification.

- Distinguished Leaders –The NCEE's NISL program is a research-proven professional learning program for school leaders in the country. It prepares school leaders to create and lead high-performance organizations, improve instruction, leverage data-driven decision making, improve student and school culture, and focus on equity.

Incentives

Though the district does not provide incentives to attract and retain principals willing to lead a turnaround school; the district's principal salary schedule contains complexity components that include school type and math and reading proficiency components. These complexity components increase the base salary of

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the principal. It is important to note that during the 2022-2023 school year, the district did implement a Turnaround Leadership Pipeline Program. The program was designed to prepare participants for successful leadership in turnaround settings. Program components will be based on the Florida Leadership Standards and research that supports effective leadership practices that yield high student achievement. The program will support current DCPS school improvement school leaders and select DCPS school leaders serving in non-turnaround school settings.

Operational Flexibility

The principal of this school has the autonomy to make key decisions to drive school improvement. This autonomy will include but not be limited to the following strategies for improving student outcomes:

Decision-Making

- Staffing – The school principal will receive support from Human Resources to recruit and retain staff. This includes the school principal’s autonomy to hire and remove staff.
- Budgeting – The school principal will receive support with their school allocation. They will be able to use identified funds to effectively allocate resources for students, staff, and parents.
- Curriculum – The school principal will receive support from the Division of Schools and Academic Services to implement curriculum and instructional strategies to address student needs. This support will also include coaching support by content area and level (primary and secondary).
- Professional Development – The school principal will have the authority to identify and implement tailored professional development for school staff.
- Program Implementation – The school principal will have the authority to implement programs such as tutoring, mentoring, community/business partnership, and/or selection of after school programs that benefit student achievement, well-being, attendance, behavior and community collaborations that support school initiatives.
- Data-Driven Practices – The school principal will have the resources and district supports (data warehouse, 4-Step Process, District Data SharePoint sites, etc.) for monitoring student progress and determining their areas of focus and next steps.
- Leadership Team – The school principal will have the autonomy to staff their school leadership team, identify the team’s focus, and implement teacher leader cohorts that focus on specific areas (literacy, math, science, behavior supports, family engagement, etc.).

It is the expectation of DCPS that the school leadership team drives the school’s improvement outcomes. Final leadership decisions will be made by the Superintendent, Chief of Schools and Regional leadership, after considering the many variables in play. Decisions will be made based on what is best for the students, and the school overall. This decision may result in changes to all or part of the school leadership, or it may be decided that providing additional time and/or supports will allow for the greatest opportunity for success.

Leadership Team

Principal – Ms. Kimberly Brown (Retained at the School)

Principal Kimberly Brown has served as a principal with Duval County Public Schools for thirteen years. Ms. Brown is the current principal of Northwestern Legends Elementary, having been assigned there mid-

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

year during the 2021-2022 school year. Ms. Brown's assignment to Northwestern Legends was based on her proven record of success in turnaround school settings. Prior to Ms. Brown's transition to Northwestern Legends Elementary, she successfully served as the principal of Martin Luther King, Jr. Elementary, Arlington Elementary, and Timucuan Elementary.

- Martin Luther King, Jr. Elementary – Increased school grade from a D to a C.
- Arlington Elementary – Increased school grade from a D to a C
- Timucuan Elementary – Increased school grade from a D to a C

In each of her assignments, she prioritized instructional quality and improved teacher pedagogy by providing constructive feedback, professional development, resources, and other supports. Her focus is on improving student outcomes and deepened connections to families and the surrounding community. As a result, she has been able to improve the home to school connection in each setting she has served. Ms. Brown's has extensive experience and expertise having served all of her twenty years as an educator in turnaround settings.

Assistant Principal – Ms. Alicia Hinson (Retained at the School)

Ms. Hinson is an experienced administrator, having served as principal and assistant principal. In her 24 years as an educator, Ms. Hinson has demonstrated her leadership skills as a teacher and school administrator. As principal of Pinedale Elementary, the school exited SI status in 2011 moving from a grade of F to A. Under her leadership, the school maintained a grade of C or higher for more than ten years.

Having served in our lowest performing schools, Ms. Hinson has been able to contribute measurable value in a challenging role. As a leader, Ms. Hinson is,

- Able to utilize proactive problem-solving skills, confident decision-making abilities and outstanding attention to detail in daily operations.
- Proven track record utilizing fact-based, process-oriented approaches towards achieving aggressive goals in support of cost, performance, service, and organizational objectives.
- Outstanding leadership qualities with the ability to motivate and encourage change while fostering growth within an organization.
- Establishes and leverages solid interpersonal relationships through the utilization of excellent oral and written communication skills; communicates well throughout all levels of the educational hierarchy.

Leadership Team Members

- Behavior Interventionist (Dean) - Janell Dozier-Robinson
 - Classroom Teacher - 11 Years
 - Instructional Coach – 6 Years
 - No VAM – 2023 was her first year working in DCPS
 - Math Teacher (Interventionist-Part Time) - Qiana Smith
 - VAM – Highly Effective
- City Year Impact Manager - Troy Way
 - Contracted Support
- Social Worker - Deramon Murphy
 - 17 Years of experience as a social worker
- Counselor - Marva Payne

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- Counselor Experience – 34 Years
- Turnaround Experience – 34 Years
- No VAM data found

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 instructional personnel with VAM ratings of Highly Effective or Effective instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

What is the process for filling vacancies at this school, specifically in the core content areas? HR and the principal work collaboratively to review applicants in our applicant tracking portal. The staffing supervisor provides eligible applicant names to the school with vacancies at regular intervals and upon request.

Is this school given priority in hiring? The school is given early access to available surplus teachers, and early access to applicants at job fairs. **Is hiring completed at the district level so vacancies at turnaround schools are filled before other schools are permitted to hire?** We currently do not hire for specific schools at the district level, although when the district staffing team hires teachers, we do provide the names of open contracts and TPG teachers to these schools and may have principals sit in on scheduled interviews for priority access to potential hires.

Is there a MOU or union agreement to this effect? No.

How does the district ensure students at this school are instructed by certified instructional personnel when unexpected vacancies arise? Our Certification office determines eligibility for all certificated hires according to FLDOE rules. Any teachers hired to teach out of field sign out of field agreements.

Does the district offer bonuses and, if so, what are the qualifications and conditions (e.g., length of employment commitment, performance)? On an annual basis, an MOU may be completed, which often includes a recruitment, retention and/or performance incentive; criteria may change from year to year.

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

Is there a union agreement to this effect? An MOU is drafted to memorialize the agreement when such agreement occurs.

Does the district offer incentives to instructional personnel with VAM ratings of Highly Effective or Effective instructional personnel to reduce turnover at turnaround schools? These incentives, when offered, are part of the aforementioned MOU.

Assurance 2: Verification-School Capacity- Educators

In the box below, describe the specific actions the district has taken to recruit instructional personnel with VAM ratings of Highly Effective and Effective to this school. Describe how the district has reassigned or non-renewed instructional personnel with VAM ratings of Needs Improvement and Unsatisfactory to a school not in SI and how the district filled any vacancies resulting from these reassignments with certified instructional personnel.

1. What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school?
2. How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory?
3. Confirm that all reassigned instructional personnel were not reassigned to SI schools.
4. How did the district fill the vacancies? Have all vacancies been filled with certified instructional personnel?

What actions have been taken to recruit with VAM ratings of Highly Effective and Effective to this school? Individual invitations were sent to teachers holding E/HE ratings to join the schools outside of the regular transfer window with included information on current financial incentives.

How many instructional personnel were reassigned or non-renewed due to VAM ratings of Needs Improvement and Unsatisfactory? None

Confirm that all reassigned instructional personnel were not reassigned to SI schools. Confirmed.

How did the district fill the vacancies? With current personnel from budgetary surplus.

Have all vacancies been filled with certified instructional personnel? Not as of yet, but we are actively working to do so. Currently, the district is implementing the fall budget cycle and identifying surplus personnel at schools whose enrollment has declined. All TOP principals have been provided priority access to the list of surplus personnel who have Highly Effective and/or Effective VAM. We anticipate that through this process, the school will be fully staffed by the end of this budget cycle (mid-September).

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

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



DCPS District – Percent of NI & U =27%

Northwestern Legends

Northwestern Legends Elementary VAM DATA- School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	2	2	1	0
School %	40%	40%	20%	0%
District %	7%	66%	15%	12%
State %	10%	67%	14%	9%

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
Laura Bowes Executive Director, School Improvement
Contact information: email, phone number
904-390-2505
Date submitted to the Bureau of School Improvement (due October 1)
10/01/2024
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

Date local school board approved
10/1/2024