



TOP-2

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

Leon County Schools
Apalachee Elementary School

Due-October 1

Form Number DMT, TOP-2, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

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

Purpose

The purpose of this document is to guide districts to develop a plan for implementation of a district-managed turnaround plan. The district shall provide the Department with the plan for approval by the State Board of Education (SBE).

Directions

Districts shall complete this Step 2 form for each school that is required to implement a district-managed turnaround plan. This 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

Apalachee Elementary School/0441

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

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

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district, and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district, and school levels.

Apalachee Elementary School in Leon County faces both challenges and opportunities as it strives to provide quality education to its diverse and economically disadvantaged student body. With a 100% Economically Disadvantaged (FRL) rate, a 93.5% minority student population, and 18% students with disabilities (SWD), Apalachee Elementary has a unique set of needs that its leadership is working to address.

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The data highlights several positive trends:

1. **ELA Proficiency Improvement:** Over the past three years, there has been a steady upward trend in English Language Arts (ELA) proficiency, with a notable gain of 6% from the 21-22 school year to the 23-224 school year. This suggests that the school's strategies for improving literacy are starting to pay off.
2. **Math Proficiency Improvement:** Over the past three years, there has been a steady upward trend in Math proficiency, with a significant gain of 14% from the 21-22 school year to the 23-224 school year. This suggests that the school's strategies for improving literacy are starting to pay off.
3. **Progress in Lowest 25%:** The students in the lowest 25% percentile have shown notable improvements, with a 10% increase in ELA learning gains and a 5% increase in Math. This is a promising sign that interventions and support for the most struggling students are beginning to make an impact.
4. **Mitigating Learning Loss:** The significant gains from the 20-21 to the 21-22 school year demonstrate a positive shift in addressing the learning loss experienced during the pandemic. This progress is a crucial indicator of the school's commitment to overcoming previous challenges.

Despite these positive signs, Apalachee Elementary recognizes that these improvements are just the beginning. With a new leadership team in place, the school is laying the foundation for long-term success. The ongoing focus will likely include continuing to build on these gains, addressing any remaining gaps, and further enhancing the educational experience for all students.

The leadership team's efforts to foster collaboration with students, parents, and the community will be key in maintaining momentum and ensuring that the school's vision of achieving success at the highest possible level is realized.

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

Apalachee Elementary School is implementing a comprehensive strategy to enhance instructional quality and support student success throughout the school year. Here's a detailed plan:

Coaching and Collaborative Planning

1. **Weekly Coaching Meetings:** Regular meetings will be held to ensure the appropriate implementation of the BEST (Benchmarks for Excellent Student Thinking) standards. These sessions focus on monitoring the quality of instruction and addressing any challenges.
2. **Data Chats:** These sessions involve:
 - o **Administration/Coaches and Teachers:** Discussions will be more intentional, focusing on analyzing data to inform instruction and address student needs.
 - o **Teachers and Students:** Regular, structured conversations to track student progress, set goals, and provide feedback.
3. **Ongoing Professional Development:** Throughout the school year, professional development are provided to support teachers in:
 - o **Data Analysis:** Understanding and using data effectively to drive instruction.
 - o **Interventions:** Implementing targeted interventions for students needing additional support.

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- **Effective Instructional Strategies:** Adopting and refining instructional practices in line with BEST standards.

Intervention and Instructional Support

1. Intervention Groups:

- **Start of School Year:** Intervention groups for both math and reading are established using end-of-year progress monitoring data and statewide assessment data.
- **Grades 4-5:** Students in the lowest 25% receive core instruction from resource teachers and instructional coaches.
- **Grades 2-3:** Instructional coaches and resource teachers collaborate with classroom teachers and administration to provide a rigorous environment for core instruction.
- **Grades 2-5:** Students receive tier 3 support from intervention teachers.

2. Kindergarten:

- **Group by Readiness:** Students will be grouped based on their readiness levels to allow for targeted acceleration and remediation.
- **Instructional Support:** An additional hourly teacher will be assigned to provide instructional support across the grade level.

3. Additional Support:

- **Paraprofessionals:** Additional paraprofessionals are placed in needed grades to support core instruction.

This strategic approach aims to maximize instructional effectiveness, address diverse student needs, and foster a supportive learning environment. By focusing on data-driven decision-making and targeted support, Apalachee Elementary is working to ensure that all students achieve their highest potential.

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

The leadership team has identified teacher recruitment and retention as pivotal to improving student outcomes. Historically, high turnover and inconsistent staffing have hindered progress, but this administration is implementing a strategic focus on maintaining a stable and high-quality teaching staff. This includes:

- Ensuring students receive consistent, high-level, standards-based instruction by reducing teacher turnover.
- Supporting current staff and focusing on retaining the best personnel to enhance instructional continuity.

Potential Steps for Further Focus:

1. Develop a Comprehensive Recruitment Strategy:

- Create partnerships with teacher preparation programs.
- Work with District New Teacher Support Team
- Highlight unique aspects of our school or district to attract high-quality candidates.

2. Enhance Support and Professional Development:

- Provide ongoing professional development tailored to staff needs.
- Implement mentoring programs for new teachers.
- Foster a supportive and collaborative school culture.

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3. Implement Effective Retention Strategies:

- Regularly assess staff satisfaction and address concerns proactively.
- Recognize and reward high-performing staff.

4. Monitor and Evaluate Progress:

- Track teacher turnover rates and reasons for leaving.
- Collect and analyze student performance data to gauge the impact of consistent instruction.
- Adjust strategies based on feedback and performance metrics.

5. Communicate Successes and Challenges:

- Share progress with stakeholders to build support and transparency.
- Address challenges openly and seek input from staff to find solutions.

- By focusing on these areas, the new administration aims to create a more stable and effective educational environment, ultimately leading to improved student performance and satisfaction

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.

1. *Accountable and Shared Leadership*: The leadership selected and appointed in both the Principal and Assistant Principal positions last year has evidence of foundational and growing success. District support leadership has been placed with the school to support the transition of the new administrative team and continues that support in year two. Team members have previous turnaround successful experiences and demonstrate a broad knowledge base of high-quality successful strategies that impact student achievement.
2. *Standards-based Instruction and Learning*: Adult learners will benefit from a robust focus on successful and effective instructional strategies to include strategic, systematic lesson planning, common boards and anchor charts. Weekly data chats that focus on student achievement will influence standards-based instruction and direct lesson focus. With quality data monitoring teachers will identify standards that may need to be revisited. Referencing anchor charts and questioning techniques allow teachers to stay on the path to academic achievement.
3. *Positive Culture and Environment*: Apalachee Elementary will establish comprehensive support services that develop family and community partnerships by hosting a meeting where community members and school leaders share and discuss information, challenges, and successes about the school. Community members will have the opportunity to offer input on available resources and ways those resources may be attained and utilized. The school will focus on student attendance and family support. Apalachee will dedicate staff and resources to student attendance and the magnet program to attract and retain student attendance.

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Part B.

Each assurance outlined in the TOP-1 form has been addressed. The implementation of instructional leaders and developers for ELA, math, and science began in September 2021. The school administrative team has collaborated closely with both school and district leadership to establish a structured and unified approach to improving Apalachee Elementary School.

Key elements of this approach include:

- **Principal Support and Communication:** The principal provides direct support and feedback to all stakeholders, ensuring that the needs of the school are effectively communicated to the district leadership team. The district leadership team plays an active role in supporting school improvement efforts.
- **Structured Instructional Planning:** A systematic and structured approach to planning instruction for ELA and Math is in place. This approach is supported by both the School Leadership Team and the District Leadership Team.
- **Proven Leadership Success:** The school leadership team has a demonstrated track record of success and is well-positioned to drive improvements in student achievement.

By aligning resources and efforts with these strategies, Apalachee Elementary School aims to enhance its educational outcomes and support student success effectively.

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.

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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.

The district and school leadership teams are collaborating closely to implement strategic plans for improving Apalachee Elementary School. This partnership is crucial in aligning efforts and resources to meet clearly defined and measurable academic and character goals.

1. Defined Goals and Data Analysis:

- **Academic Goals:** The SIP includes a target of 42% of students in grades 3-5 scoring at the proficiency level in FSA math, ELA, and FCAT Science.
- **Data Indicators:** The district conducts monthly analyses of data indicators, including i-Ready for reading and mathematics, and quarterly assessments for STAR Reading, Acaletics, and STAR Math. Attendance, discipline, and grade distribution are monitored weekly through FOCUS.
- **Comparison and Support:** Data comparisons between Apalachee Elementary School's performance and that of similar schools help identify specific needs and support strategies for the school's staff, students, and community.

2. Instructional Focus and Practices:

- **Progress Monitoring:** Data from progress monitoring tools are used to focus instruction and inform practices at the school, classroom, and individual student levels.
- **Instructional Framework:** The framework allows teachers and instructional support staff to respond to grade-level and classroom trends, utilizing tiered support structures to meet individual student needs.
- **Feedback Loop:** Aligned observational data and ongoing student achievement data inform district practices, facilitating a continuous feedback loop that promotes the establishment of best practices across the district.

3. Support Systems and Community Engagement:

- **Assessment and Monitoring:** Apalachee Elementary School will implement state-aligned, monitored academic assessments to enhance the continuous improvement model.
- **Community Meetings:** Faculty and staff will engage in community meetings to develop a collaborative plan aimed at increasing student achievement outcomes, parental involvement, and building family and community partnerships, including those with medical, mental health, legal, and transportation services.

4. Profile and Assessment Data:

- **Data Profile:** Leon County Schools has identified key data points for Apalachee Elementary School, including ELA, math, and science performance, learning gains for students in the lowest 25%, and score distributions across various levels.
- **Early Literacy and RTI/MTSS:** STAR Early Literacy, STAR, and Lexia assessment data for grades prekindergarten to second will be analyzed, along with attendance rates and RTI/MTSS involvement, to ensure appropriate support for all students.

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5. Integrated Learning and Enrichment:

- **Science Integration:** The focus for grades 3-5 will integrate ELA and science, with curriculum coaches providing support to K-2 teachers in pairing texts and creating lessons that enhance scientific understanding.
- **Field Trips:** To enrich academic knowledge and provide diverse experiences, students will participate in field trips to museums, art galleries, historical sites, and science labs. The district will cover travel expenses and entrance fees.

Through this collaborative, data-driven approach, the district and Apalachee Elementary School are working together to drive continuous improvement and achieve better student outcomes.

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

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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 state academic standards for ELA, mathematics, social studies and science; the research that shows it to be 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

1. The Superintendent, Assistant Superintendent for Academic Services, Director of K-12 School Improvement and Accountability, Director of Professional Learning, Curriculum Developers, School Administrators, Teachers, Chief Finance Officer, Chief Human Resources Officer, and Professional Development and Leadership Specialists will serve as supports to the school. Additional assistance required will be provided to Apalachee Elementary School to enable staff and leadership to support student achievement.
2. The Apalachee Elementary School administration will have flexibility using their staffing, scheduling, and budget to implement evidence-based approaches to improve student achievement. Apalachee and the Leon County School district continue to work with appropriate hiring, recruitment, and retention practices. The current VAM percentage breakdown at Apalachee Elementary School shows the school is below the district and state average in the 'unsatisfactory'

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rating. Our district leadership is aware of the state VAM data at Apalachee Elementary. The teachers are placed where they have had previous success or work with a coach to build capacity and monitor improvement. As previously stated, district leadership continues to review VAM percentages. Local teacher evaluation methods show that teachers listed as unsatisfactory in state VAM have a higher category result based on local teacher evaluation methods.

3. Highly effective teacher leaders, school academic coaches, and curriculum coaches provided by the district will be assigned to Apalachee Elementary School to model lessons for teachers, support systematic planning, and, when appropriate, provide intensive support for struggling students.

Additionally, district curriculum coaches will provide instructional practices for the most at-risk students and will serve as the lead support in content coaching and training for staff. Increased blocks of time for both Reading and Math will allow for mastery of standards. Science, Social Studies, and Writing instruction will be embedded in the Reading program to ensure fidelity of instruction. Science instruction will have an emphasis on critical thinking and standards-based hands-on activities. Phonics instruction through UFLI will be part of the daily schedule in grades PK-2 to aid in student word recognition, resulting in increased comprehension. i-Ready will be used school-wide to supplement the core curriculum.

4. Correlating factors on all progress monitoring tools with respect to the state assessments are used. The progress monitoring assessment data informs instructional practices at the school, classroom, and individual student level. The instructional framework allows teachers and instructional support staff to respond to grade-level and classroom trends as well as utilize tiered support structures to meet individual student needs. Observational data and ongoing student achievement data inform district practices.
5. This process allows schools to continuously inform the district as a whole of lessons learned and establish best practices across the district. The school will use state-aligned and district-monitored academic assessments as the norm. This two-way support system creates a powerful continuous improvement model. Community meetings, which include faculty and staff, will assist in developing a comprehensive, collaborative plan to increase student achievement outcomes. District support leadership has been placed with the school to support the administrative team. Support is continuous and ongoing. In the event the school grade does not improve, the leadership will follow the direction of the Superintendent. District curriculum coaches work with teachers and school curriculum coaches to identify the areas of focus from the subject area's scope and sequence. They will support the teachers at Apalachee Elementary by using data to personalize instruction and implement standards-based interdisciplinary units of study centered on conceptual topics that reflect the overall intent and purpose of the standards. These units will integrate English Language Arts with content in a meaningful way. The science focus for students in grades K-2 will be to integrate ELA and Science.
6. The district's curriculum coaches will work closely with teachers as they learn to plan quality questioning and guide students through the related investigation process. The district's curriculum coaches will meet with grade-level teachers and school curriculum coaches to analyze and plan lessons with strategies for standards-based learning. Curriculum coaches will also work with the principal's leadership team to pinpoint areas of instruction to improve upon. Additional leadership support is provided for the administrative team as they navigate the transition period from year one to year two. District senior leadership provides unwavering support of strategies that have been identified to support the changes at Apalachee Elementary School.

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7. Policies and procedures have been reviewed and changed to support the school, including:
 - **Effective Leadership:** Turnaround schools require leadership with a proven track record of success, including improved student achievement. A review of the student achievement data coupled with qualitative measures such as climate surveys, District review, and community stakeholder feedback.
 - **Safe and Supportive Environment:** A review of student discipline survey instruments revealed that the school lacked systems to address students with behavioral issues other than inadequate disciplinary consequences. In addition, there was a lack of a robust MTSS process in place. The current administration has secured the staff to support the MTSS process and discipline support for the school. The school will focus on the attendance decline.
 - **Family and Community Engagement:** As a community elementary school, Apalachee has continually underperformed in involvement with parents and community support when compared to schools in the district..
8. District leadership will formally review progress monitoring data monthly with the principal and members of the school's leadership team. District leadership will also meet to assess ongoing school needs and provide solutions to areas of concern. This progress monitoring data will be a result of teachers measuring the student academic progress regularly (weekly, biweekly, or monthly). Mastery measurement will be used to help teachers determine whether the student has become proficient on a standard or will still require remediation. Curriculum coaches will use this data to monitor whether academic goals are being met. District leadership will informally check in at the school site weekly to ensure student achievement continues to be at the forefront of all school efforts.

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.

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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.

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

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In July 2024, current leadership was retained and reappointed due to the improvements in data, reestablished positive culture, and prior transformational leadership experience. The school leadership team is directly supported by Director of School Improvement David Solz and the district Academic Services team. Support is continuous and ongoing. In the event the school grade does not improve, leadership will continue to follow the direction of the Superintendent.

A. School sites are able to work to ensure that teacher efforts are celebrated and recognized within their school community. At this time, the state of Florida Unisig grant offers specific incentives to instructional members of a turnaround school. Current teachers and administrative teams are provided with professional development to continually improve student achievement and student engagement, which are key factors in improving a turnaround school. In addition to these factors, administrative teams at turnaround schools are working to identify areas specific to their school sites that are in need of change or support. Based on these observations, district leadership works with current administrative teams to develop systematic ways to improve these unique concerns that impact student achievement and can be monitored.

B. The Apalachee Elementary administration will have flexibility using their staffing, scheduling, and budget to implement evidence-based approaches to improve student achievement.

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

The Superintendent and his staff have worked diligently with the leadership team. Positions have been posted at the district level, and staffing was completed prior to students arriving. At the start of school all academic classroom vacancies have been filled positions. All students are being instructed by a certified teacher. The district does not currently offer specific incentives to become a member of or remain a member of a turnaround school. The Unisig grant currently offers specific financial incentives to become a member of or remain a member of a turnaround school. District leadership and school leadership

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continue to work toward filling available support vacancies. Our Superintendent has designated a Director of Recruitment and Retention who works closely with the school leadership.

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 state VAM ratings of Highly Effective and Effective to this school?

Leadership at Apalachee Elementary has been specific and intentional when hiring new instructional leaders on their campus. They have performed all the necessary reference checks to ensure they are hiring Highly Effective and Effective teachers for the current year and also building partnerships with local universities to bring on the best and brightest.

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

No teachers were reassigned to other sites based on their VAM ratings.

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

No instructional personnel were reassigned to SI sites.

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

The district filled vacancies by holding at least three interviews following the closing of the job postings on the Districts current hiring platform. The principal and her leadership team then chose the best

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candidate for Apalachee Elementary’s vision for the 2024-2025 school year. At this time, all instructional vacancies have been filled by certified instructional personnel.

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

VAM DATA- School % Compared to District and State%				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	4	1	1
School %	0%	67%	16.5%	16.5%
District %	8%	63%	18%	11%
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
David Solz, K-12 Director School Improvement, Accountability and Testing
Contact information: email, phone number
David Solz solzd@leonschools.net , 850-487-7834
Date submitted to the Bureau of School Improvement (due October 1)
October 1, 2024
Superintendent signature (or authorized representative)

Local School Board Chair Signature (or authorized representative)

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<i>Rosanne Cleary</i>
Date local school board approved
<i>9/24/2024</i>

ADDENDUM TO THE DISTRICT MANAGED TURNAROUND

TOP-2

Leon County Schools
Apalachee Elementary School
v.2 11/15/2024

This Addendum modifies and supplements the attached publication District-Managed Turnaround Plan – Step 2 (TOP-2) concerning Apalachee Elementary School conditions for State Board Approval.

- 1. The school district must meet with the Bureau of School Improvement (BSI) team in October to review data analysis practices and expectations for the school improvement process.**

Wednesday, October 23, 2024 Attending: Dusty Sims DOE, Dr. Rachel Heide, DOE, Superintendent Hanna, LCS, Shane Syfrett, LCS, David Solz LCS

- State Board Requested Addendum
- Revisions of the TOP 2 Plan

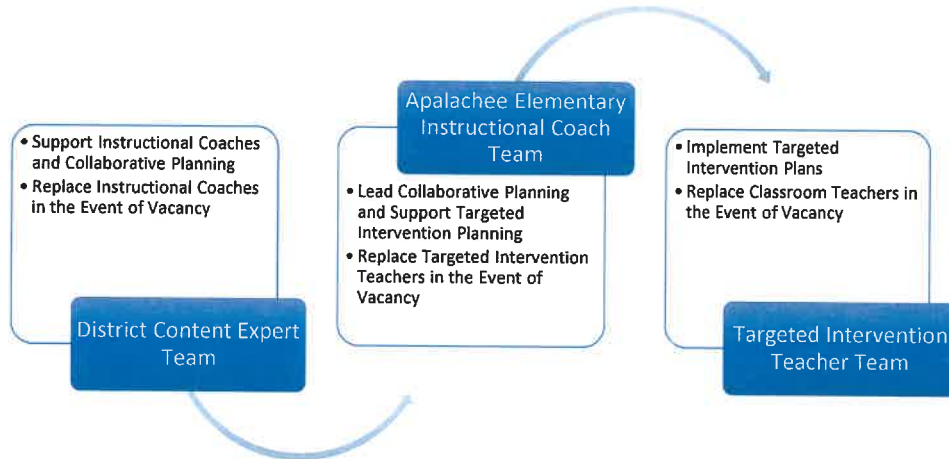
The revisions requested by the Bureau of School Improvement for Apalachee Elementary TOP 2 have been added and provided as an artifact of the board's request to review expectations for the school improvement process. The feedback from the BSI team has been applied to improve our plan and ensure Leon County Schools District Managed Turnaround meets the expectations set during the October State Board Meeting. Thank you to the State Board of Education for this gracious opportunity to clarify and improve upon Leon County Schools TOP 1 and TOP 2 submission. The TOP 2 Plan with FLDOE feedback demonstrates our commitment to the improvement process, data analysis, and our willingness to work closely with the guidance and support of the department.
(Attached TOP 2 plan addendum with FLDOE feedback)

- 2. The district will address in the TOP 2 plan, to be reviewed at the November State Board meeting, how it will manage vacancies throughout the school year while maintaining effective and highly effective teacher percentages at Apalachee Elementary School.**

The district has a strategic succession plan to ensure certified teachers are in all academic classrooms for Apalachee Elementary School. This plan gives priority to highly effective and effective certified teachers. The instructional succession plan for Apalachee Elementary will be as outlined below.

- 4 certified teachers will be added above staffing, with backup from 2 current school-based instructional coaches. 6 Total teachers on campus in the event of a classroom vacancy. The 4 above staffing certified teachers will teach intervention groups, support planning, and conduct assessments unless needed to replace classroom certified teachers. In total, 6 certified teachers will be ready to step in and ensure classroom continuity.
 - In the event of a classroom teacher vacancy, one of the four certified intervention teachers will serve as the first level of replacement. Their intervention role will be continued by one of the instructional coaches.
 - Priority for the 4 above staffing positions is given to certified Effective and Highly Effective Teachers

- District team of content area experts (5 total) will serve as backup for the 2 instructional coaches and 4 four teachers.
 - In the event of an instructional coach resignation or reassignment to intervention one of the district team of content area experts will replace the instructional coach in the coaching role.
 - District team of content area experts will be the back-up for the first level of replacement ensuring students have a certified teacher at all times.



The Leon County TOP 2 plan for Apalachee Elementary also provides adult-based learning aligned to Florida Academic State Standards, instructional best practices, the creation of a positive culture and implementing strategic transformational leadership practices. The plan utilizes instructional data and feedback for the support of classroom teachers in order to increase quality instruction and student achievement. The needs identified for instructional staff at Apalachee Elementary will be supported by district personnel to produce positive student outcomes and increase teacher effectiveness. The TOP2 plan and its supporting artifacts will explain in greater detail how the frequency and intensity of support is being implemented at Apalachee Elementary.

3. The district will communicate with an institution authorized to implement a Teacher Apprenticeship Program about a possible partnership.

Florida Agriculture and Mechanical University (FAMU) in collaboration with Leon County Schools has been awarded the (PCOG) Pathways to Career Opportunities Grant to support the FAMU Teacher Apprenticeship Program. The Teacher Apprenticeship program is one of several initiatives utilized as a resource in the recruitment of new teachers alongside work with other institutions of higher education such as TSC and FSU. We are in the process of registering our apprenticeship participation agreement with the Florida Department of Education. Leon County Schools values alternate pathways to certification, and looks forward to taking the next steps with our local institutions. [FAMU-PCOG](#)