TOP-1

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

Leon County Schools
Apalachee Elementary School

Due-September 1

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective December (Date)

Purpose

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

Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to 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 September 1. The subject line of the email must include district name, school name and TOP-1.

School

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

School Name/ MSID Number
Apalachee Elementary School/0441

Stakeholder Engagement

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

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Names and affiliation of CAT members: Dr. Rachel Heide, RED (Regional Executive Director DOE) David Solz, LCS Director, Dr. Pam Hightower, Principal, Shane Syfrett, Assistant Superintendent

Dates of CAT meetings (held and upcoming meetings): 9/24/24, 10/17/24, 11/14/24, 1/16/25, 2/11/25, 3/13/25, 5/15/25

What school data was analyzed?

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	41	56	57	39	54	53	35	57	56
ELA Grade 3 Achievement **	40	59	58	45	56	53			
ELA Learning Gains	43	58	60				51		
ELA Learning Gains Lowest 25%	47	52	57				57		
Math Achievement *	44	60	62	38	56	59	30	47	50
Math Learning Gains	40	59	62				32		
Math Learning Gains Lowest 25%	35	47	52				30		
Science Achievement *	22	54	57	16	52	54	19	57	59
Social Studies Achievement *								60	64
Graduation Rate								50	50
Middle School Acceleration								47	52
College and Career Readiness									80
ELP Progress	85	62	61		52	59	42		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.
**Grade 3 ELA Achievement was added beginning with the 2023 calculation.
† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	15%	Yes	5	4
English Language Learners	85%	No		
Black/African American Students	37%	Yes	3	
Hispanic Students	43%	No		
Multiracial Students	67%	No		
Economically Disadvantaged Students	37%	Yes	3	

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Identified causes of low performance: The data component that shows the lowest performance on the F.A.S.T state assessments is 3rd Grade ELA. Our students have shown inconsistencies in mastery throughout the year on classroom and progress monitoring assessments.

The contributing factors are as follows:

• Lack of foundational skills.
• Teacher capacity
• Lack of targeted interventions and tutoring for ALL students.
• Utilization of the data to make instructional changes when necessary.

The data component that showed the most significant decline is our SWD subgroup in ELA and Math. There are no students proficient in this subgroup. Factors that have contributed to the decline are:
- Teacher capacity with both classroom and ESE resource.
- Progress monitoring overall.
- Lack on intention and intensive targeted interventions.
- Target IEP goals (written and monitored).

Our plan of action for our SWD students will include:

- Teacher capacity. Hired a new resource teacher.
- Create a plan to utilize various intervention materials that align with the B.E.S.T. standards and student's IEP goals concurrently.
- Weekly planning.
- Set goals, expectations, and structure for small group instruction - Teacher actions versus student actions
- Utilize resource teachers and instructional paras to assist students in learning ela and math foundational skills.
- Progress monitor, disaggregate data, and look at trends.
- Make instructional changes based on student needs.
- Ongoing professional development for teachers, coaches, and admin within the scope of quality teaching and instruction for SWD.

The data component with the most significant gap compared to the state average is 5th grade Science. Our science data shows 23% of our students proficient compared to the state at 51%. That's a 28% gap in proficiency. This is the second year that science has had the greatest gap. Last year, there was a 34% gap in proficiency. Although, it's still one of the greatest areas of focus, the gap showed a 6% reduction which is a small improvement.

Factors that contributed include:
- Instructional support in 3rd and 4th grades.
- Lack of foundational skills in science due to lack of instruction in previous grades.
- Be intentional with target instruction and support in 3rd and 4th grades. Create a plan/expectations and monitor the progress. Make the adjustments when necessary.

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Recommendations for school improvement:

Other information: The data component that showed the most improvement is Math and Science. Compared to the previous school year's data, the 22-23 data shows our students 40% proficiency in Math and 16% proficiency in 5th grade Science, and our 23-24 data demonstrates 44% proficiency in math and 23% proficiency in Science.

- In 4th grade math, the percentage of students proficient is 57%. We were at a 36% in 22-23. That's a 21% increase.
- In 5th grade math, the percentage of students proficient is 24%. We were at a 17% in 22-23. That's a 7% increase.
- In 5th grade science, the percentage of students proficient is 23%. We were at a 16% in 22-23. That's a 7% increase.

Our students showed an increase overall in grades 3-5 in math and 5th grade science. Actions that contributed to the improvement of our overall math and science scores is a follows:

- Planned with leadership each Thursday utilizing the planning protocol.
- Progress monitoring, disaggregating data, and looking at students and trends.
- Made instructional changes based on student needs.
- The Assistant Principal, Math Coach, and Interventionists pushed in and pulled groups daily.
    - Increased explicit instruction in math and science.
- Targeted cusps students and provided extra instruction in areas of difficulty to aid in bridging the gap and enhancing student achievement.
- Maximized the use of supplementary materials.

The highest priorities for the 24-25 school year are:
- Increase proficiency across all subgroups in ELA, Math, and 5th grade Science.
- Continue to enhance planning and instructional efficacy.
- Ensure students receive academic and behavioral support through PBIS and MTSS to motivate and encourage positive behaviors, academic achievement, and attendance.
- Continue improving our culture and climate.

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.

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☒ 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 2: School Capacity-Leaders and Educators

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

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

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

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

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

☒ 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.

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

☒ Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel 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.

Required Documentation

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

☒ An MOU pursuant to 1001.42(21), F.S. shall be emailed to BSI@fldoe.org no later than September 1. The subject line of the email must include: district name, school name, and MOU. If an MOU has not been approved by the district school board, provide a detailed status of negotiations.

☒ **The district must submit instructional rosters for this school no later than August 30.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.

☒ The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

VAM DATA- School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	0	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 completion and submission of TOP-1

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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 September 1)

September 1, 2024

Superintendent signature (or authorized representative)

[signature]

Local School Board Chair Signature (or authorized representative)

[signature]

Date approved by local school board

9/24/2024