



TOP-2



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

Leon
John G. Riley Elementary

Due-October 1

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 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

John G. Riley Elementary/ 0231

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.

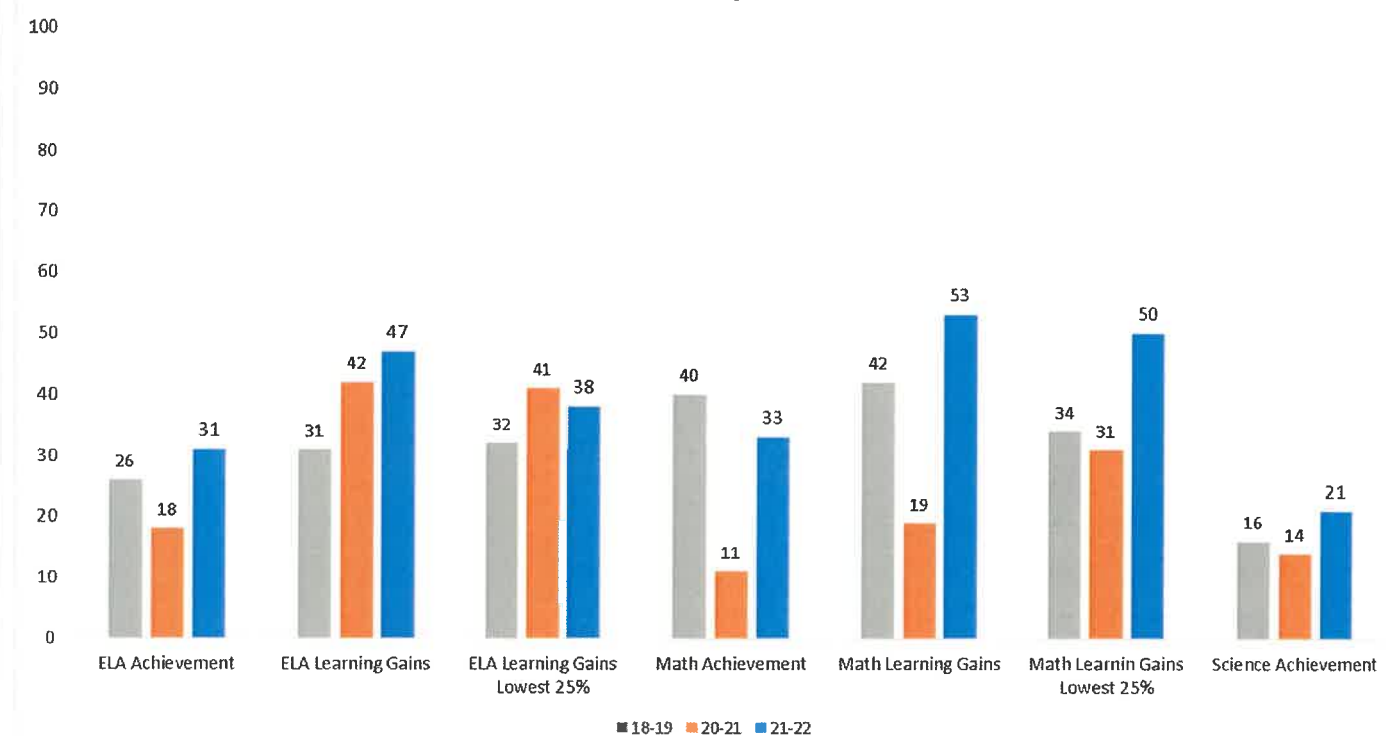
Riley Elementary School is one of 24 elementary schools in Leon County. Riley Elementary School's vision is to collaborate with students, parents, and the community to develop positive relationships and motivate their scholars to achieve success at their highest possible level. Riley Elementary has an Economically Disadvantaged (FRL) rate of 100%, 95.7% Minority Students and 18.9% Students with Disabilities (SWD).

Three-year data trends contain a great deal of variance; however, the ELA proficiency is trending upward 5 percent over the three-year period. Mitigating learning loss from the 20-21 school year is a focus for this school. A significant gain of 22 percent in ELA and Math proficiency from 20-21 to 21-22 demonstrates a

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positive for the school. Learning gains have increased 11% Math and 16% in ELA over this period. The students in the lowest 25%tile have also had learning gain increase of 6% in ELA and 16% in Math. While these increases in proficiency and learning gains are significant they are only the early signs of Riley Elementary building a foundation for success with the new leadership team.

**John G. Riley Elementary
School Accountability Data 2019-2022**



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

Weekly coaching meetings, and collaborative planning will take place to ensure appropriate implementation of the BEST standards and monitor the quality of the instruction. Continuous progress monitoring will be implemented. Bi-weekly data chats will be more intentional between administration/coaches and teachers, as well as between teachers and students. On-going professional development will be provided throughout the school year to support teachers in the areas of data, interventions, and effective instructional strategies with implementation of the BEST standards.

Intervention groups for both math and reading will begin the first week of school, utilizing end of the year progress monitoring data and statewide assessment data to create groups. Students identified as the lowest 25% in 4th and 5th will receive their core instruction from resource teachers and instructional coaches. In 2nd and 3rd grade, instructional coaches and resource teachers will be paired with classroom teachers to provide a coteaching environment for core instruction. Intervention teachers will pull 2nd-5th grade students for tier 3 support. Kindergarten students will be grouped by readiness, allowing for acceleration and remediation at their levels. Kindergarten teachers will have an hourly teacher to help provide instructional support throughout the grade level. Additional paraprofessionals will be placed between 1st/2nd grade and 3rd/4th grade to provide support during core instruction.

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

Retaining and Attracting high quality successful teachers during the past has not resulted in improvement. During the previous year the new administration had to fill 20+ vacancies and multiple support role positions. As a result, teacher recruitment and retention play a large part in this improvement. All tested students, in both progress monitoring and state assessments, will have a consistent teacher throughout the year. With only one inconsistent teacher unit throughout the year, students are able to receive consistent, high-level, standard-based instruction throughout the entire year. The focus on having the highest quality instructional personnel throughout the year, supporting current instructional personnel and retaining the best staff members on our campus is a focus that is different from past leadership.

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 new 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*: Riley 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. Riley will dedicate staff and resources to transporting students to school. Partnerships with middle school feeder pattern administrative teams are a new effective support for utilizing LCS transport vehicles to pick up students in need so our school can increase academic school attendance and rebuild positive community culture associated with the school.

Part B.

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Each assurance outlined in the TOP-1 form has been addressed. The placement of instructional leaders and use of instructional developers (ELA, math, and science) started in September 2021. The school administrative team has worked closely with school and district leadership to have a structured and unified approach to improving Riley Elementary School. The principal provides direct support and feedback to all stakeholders. The principal communicates the needs of the schools with the district leadership team and the leadership team has a role in school improvement. A systematic structured approach to planning instruction for ELA and Math is in place and supported by School Leadership Team as well as the District Leadership Team. The school leadership team has a track record of success and they are capable of improving student achievement.

Explain the correlation between the Schoolwide Improvement Plan (SIP, annual school plan) and this proposed district-managed turnaround plan (TOP-2, 2-year district plan). Describe how the district and school leadership team are working together to implement the plans to improve the school.

Correlation between SIP and TOP-2: Describe how the district and school leadership team are working together to implement the plans to improve the school.

Clearly defined and measurable academic and character goals are essential. Currently the SIP goals include 42% of students in grades 3-5 scoring at the proficiency level in FSA math, ELA and FCAT science. Analysis of all data indicators are conducted at the district level at least monthly from i-Ready for reading, and i-Ready for mathematics and reading quarterly for STAR Reading, Acaletics and STAR Math. Attendance, discipline, and grade distribution are monitored through FOCUS in weekly intervals. This along with a comparison between the school's performance and the performance of similar schools in the district will help to determine how to best support the school's staff, students, and community. Correlating factors on all progress monitoring tools with respect to the State assessments are used. The progress monitoring assessment data sets the instruction focus and 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. Aligned observational data and ongoing student achievement data informs district practices. 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 also establish state aligned, and monitored academic assessments. 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, parental involvement and develop family and community partnerships with medical, mental health, legal, transportation, and positive community connections.

In addition, Leon County Schools has identified the following as part of the Riley Elementary School's Profile: · English Language Arts, Math and Science data. · Overall and Learning Gains for students in the Lowest 25%. · Breakdown of students scoring Levels 1-5 for Math, ELA and Science · Writing score distribution for 4th and 5th grade students for Level 0 through Level 10. In grades prekindergarten to second, STAR Early Literacy, STAR and Lexia assessment data will be used to illustrate and compare to district level

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data. Attendance rates, number of students in the RTI/MTSS process by grade level will also be discussed to ensure all students are receiving the necessary supports and services on grade level. The Science focus for students in grades 3-5 will take a similar approach to integrate ELA and Science. The district's curriculum coaches will follow the same support plan for the K-2 teachers, but will focus on pairing the text and assisting teachers with creating lessons that uncover and dispel misconceptions, then compare and contrast the scientific information gleaned from both texts while increasing student experience and exposure to science. Field trips will be used to provide a direct approach to enhancing academic background knowledge and increases the variety and depth of out of class experiences. Riley's students will participate in field trip experiences which will include field trips to museums, art galleries, historical sites and science labs. Travel expenses and entrance fees will be paid for the students to participate in these activities.

District-Managed Turnaround Plan Assurances

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

Assurance 1: District Capacity and Support

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

The district shall ensure that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with high-poverty, at-risk students, how they are different from the previous programs, how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's Standards across grade levels to improve background knowledge in social studies, science and the arts.

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

Assurance 1: Narrative of District Capacity and Support

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

1. Describe the district leadership team and its role in implementing the DMT plan.
2. Explain how the district allows for flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes.
3. Identify how the new or revised instructional programs align to Florida’s Standards for ELA, mathematics, social studies and science; the research that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.
4. Describe how the instructional and intervention programs for reading are consistent with s. 1001.215(8).
5. Identify progress monitoring and summative assessments aligned to Florida’s Standards that will be used in the school.
6. Based on the analysis of progress monitoring and summative assessment data, describe any changes that will be implemented to provide continuous support for the school.
7. Explain the district’s allocation of supports and resources and how they align to the specific needs of the school.
8. Describe how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading in accordance with the district’s K-12 Comprehensive Evidence-based Reading Plan.
9. Identify and describe the district policies and practices that will need to be reviewed and changed to support the school.
10. Describe the system that the district will put in place to review and monitor the effectiveness of the support.

Assurance 1: Narrative of District Capacity and Support

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, Professional Development and Leadership Specialists will serve as supports to the school. Additional assistance required will be provided to Riley Elementary to enable staff, and leadership to support student achievement.

2. The Riley administration will have flexibility using their staffing, scheduling, and budget to implement evidence-based approaches to improve student achievement. Riley and the Leon County School district continues to work with appropriate hiring, recruitment and retention practices. The current VAM percentage breakdown at Riley Elementary School shows the school is above the district and state average in the ‘unsatisfactory’ rating. Our district leadership is aware of the state VAM data at Riley Elementary. The teachers have placed where they have had previous success or work with a coach to

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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 Riley 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 Savvas will be part of the daily schedule in grades K-5 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 informs 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 Riley 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 Riley Elementary.

7. Policies and procedures have been reviewed and changed to support the school include:

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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 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, Riley has continually underperformed in the involvement with parents and community support when compared to schools in the district. However, under current leadership Family and Community Engagement is increasing and will be a focus of year one.

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 on going 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 development plan that provides ongoing tiered support to increase leadership and educator quality.

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

The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon

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the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

Educators

- The district shall ensure it has reviewed practices in hiring, recruitment, retention and reassignment of instructional personnel with priority on student performance data.
- For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a rating of either Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state Value-added Model (VAM), is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with either a rating of Unsatisfactory or Needs Improvement, based on the most recent three-year aggregated state VAM, is less than the state average.
- The district shall ensure the instructional staff who do not have a state VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.
- Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified teachers, teachers in need of improvement or out-of-field teachers assigned to the school is not higher than the district average.
- Ensure that K-12 intensive reading instruction is provided by teachers certified or endorsed in reading.

Assurance 2: Narrative of School Capacity-Leaders

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

1. Has the principal been retained or replaced? Include the principal's name and start date, selection process and leadership experience.
2. Provide evidence that indicates the principal and assistant principal have a proven record of success in turnaround schools and the qualifications to support the community served.
3. Will other members of the school leadership team be retained or replaced and when? Explain the team's turnaround experience.
4. Does the district offer incentives to attract and retain principals willing to lead a turnaround school?
5. How does the district build the capacity of turnaround leaders?
6. What operational flexibility will be afforded to the principal, such as the degree of input in selecting their school leadership team and instructional staff?
7. What actions will the district take regarding the school leadership team after the first year of this plan if the school's grade does not improve?

Assurance 2: Narrative of School Capacity- Leaders

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In July 2022, current leadership was retained and reappointed due to the improvements in data, reestablished positive culture and as well as prior transformational leadership experience. Climate has been an integral part as a principal in a turnaround school and recently served at elementary level schools in a neighboring district where he achieved turnaround success. The school leadership team is directly supported by Director of School 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.

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.

The Riley 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 Highly Effective or Effective state VAM instructional personnel to reduce turnover at turnaround schools?

Assurance 2: Narrative-School Capacity- Educators

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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 this time school level classroom vacancies have been filled in comparison to 2021-2022 school year which saw 20 unfilled 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 continue to work toward filling available support vacancies.

Assurance 2: Verification-School Capacity- Educators

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

What actions have been taken to recruit with state VAM ratings of Highly Effective and Effective to this school?

Leadership at Riley 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 his leadership team then chose the best candidate for Riley Elementary's vision for the 2022-2023 school year. At this time, all instructional vacancies have been filled by certified instructional personnel.

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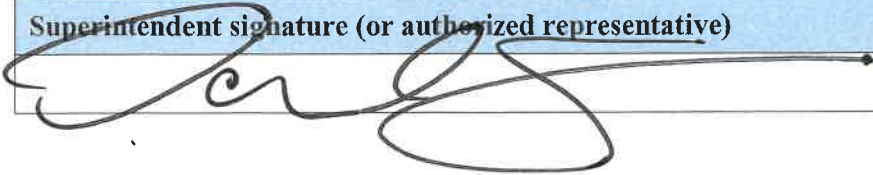
Fill out the table below to verify the most recent three-year aggregated state VAM classification data.

| STATE VAM DATA- School % Compared to District and State% | | | | |
|--|-----------------------|----------------|------------------------|---------------------|
| 3- year aggregated VAM Data | Highly Effective (HE) | Effective (EF) | Needs Improvement (NI) | Unsatisfactory (UN) |
| Number of instructional personnel | 0 | 19 | 1 | 0 |
| School % | 0% | 44% | 2% | 0% |
| District % | 8.7% | 59.8% | 19.3% | 12.2% |
| State % | 10.4% | 63.4% | 14.8% | 11.4% |

- 54% of Riley Instructional Staff do not have a state three-year aggregated VAM.

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, Director K-12 School Improvement, Testing and Accountability |
| Contact information: email, phone number |
| solzd@leonschools.net |
| Date submitted to the Bureau of School Improvement (due October 1) |
| 9/30/2022 |
| Superintendent signature (or authorized representative) |
|  |