



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

Escambia County Public Schools
O.J. Semmes Elementary School

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
O.J Semmes Elementary School/0471

Needs Assessment

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

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

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

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

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

The Escambia County Public School (ECPS) system recognizes the need for on-going insight, reflection, and analysis of student performance at all schools, but especially at the most fragile schools. Superintendent Dr. Timothy Smith has provided additional resources at the district level to both identify the needs of fragile schools and to provide specialized school support to under performing schools.

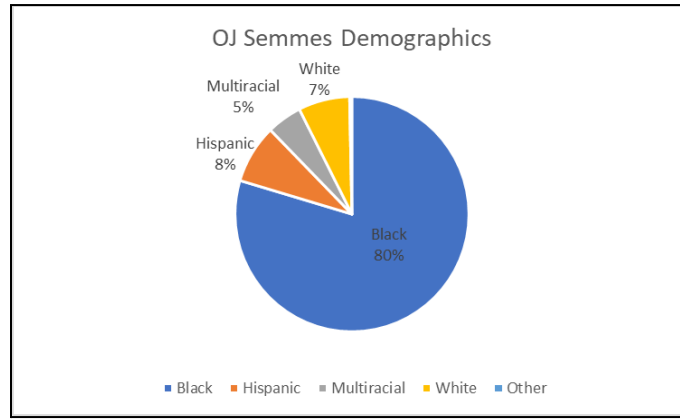
The School Transformation Office (STO) has been redesigned to include one additional specialist for a total of two, a data scientist, director, and has added seven instructional coaches. This team devotes all of its time and resources to providing support to all schools identified as needing improvement based on the Florida School Grading System. Specialized support includes, but is not limited to: In-depth data analysis and follow-up support, management of UniSIG and TSSSA funds for all qualified schools, professional development, weekly structured planning, instructional coaching, and additional instructional support to students.

The professional development provided by the School Transformation Office is focused on transformational leadership, standards-based instruction, and creating a positive student culture. The STO office, along with Relay Graduate School, conducted professional development based on creating stronger instructional leaders by giving them the skills needed to provide “in the moment” instructional feedback to immediately improve the quality of classroom instruction. The STO director monitors the implementation of quality instructional feedback by participating in frequent school visits where giving instructional feedback is demonstrated by the principal and calibrated by the director. The STO also provided in-depth professional development on how to build a positive student culture by creating, teaching, and rehearsing “minute-by-minute” procedures for all school-wide systems. Additionally, student culture rubrics were created and will be utilized to measure student culture throughout the school year. Upon a student culture review utilizing the rubric, action plans are developed and implemented to improve identified areas of opportunity. All principals, assistant principals, and teachers participated in training surrounding the implementation of the new BEST standards in math and ELA. Professional development surrounding the new BEST standards will also be offered throughout the school year. The STO department utilizes the seven new instructional coaches to help teachers design lesson plans that are directly aligned to the benchmark and ensures that instruction delivered aligns to the depth of the benchmark. The STO instructional coaches spend each school day in classrooms coaching teachers or working with students. The time before and/or after the regular school day is devoted to leading structured planning with teachers.

The methodology utilized to determine the needs of O.J. Semmes Elementary School involved a thorough analysis and synthesis of multiple data points over the last three tested school years. The needs assessment team consisted of the School Transformation Office (STO) Director, Elementary School Directors, School Transformation Specialists, Subjects Area Specialists, Exceptional Student Education Director, and the District Data Scientist. The needs assessment team met to closely review the 2021-2022 data results, as well as previous year’s trend data for O.J. Semmes Elementary School. Multiple data points were reviewed such as FSA proficiency and learning gains, Star 360 data, attendance data, discipline data, and survey data.

The Semmes community consists primarily of older homes and is composed of both retirement age citizens and younger families living in poverty. Semmes serves students at an Economically Disadvantaged (FRL) rate of 100% and serves 93% minority students. The student enrollment at O.J. Semmes has decreased over the years from an average enrollment of 485 during the 2017-2018 school year to a current enrollment of 302 students for the 2022-2023 school year.

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O.J. Semmes Elementary School has previously earned the school grade of “D” during the 2016-2017 school year and would have earned an “F” the 2020-2021 school year if the school had opted into school grades. Additionally, O.J. Semmes has earned a school grade of “D” or “F” a total of 12 times since school grades started the 1999 school year demonstrating an ongoing struggle with student achievement over many years.

School Grade History				
20-21	19-20	18-19	17-18	16-17
*F	NA	C	C	D

*O.J. Semmes did not “opt in” to school grades the 2020-2021 school year.

Upon reviewing the Employee Satisfaction Results over the past several years, the needs assessment team noticed a steady decline in employee satisfaction beginning the 2019-2020 school year and noted that a leadership change was made at that time. The school previously had a well experienced principal before transitioning to a first-year principal the 2019-2020 school year. During the 2019-2020 school year, and the years to follow, the school experienced high teacher turnover resulting in an influx of less experienced teachers. Based on the decline in both employee satisfaction and student achievement results, the team recognized that O.J. Semmes requires an experienced leader with a previous track record of success that also has relevant experiences that could positively impact student achievement and the O.J. Semmes Community as a whole. Additionally, the leadership team at the school and the district team deployed to support the school must have successful experience(s) improving student achievement at schools with the same demographics as O.J. Semmes.

Employee Satisfaction Results						
	Fall 2017	Spring 2018	Spring 2019	Fall 2019	Fall 2021	Spring 2022
Mean	4.28	4.13	4.31	3.89	3.49	3.17

The needs assessment team also noted that student attendance has declined over the past several years. The 2016-2017 school year saw an average daily attendance rate of almost 93%, while last school year saw an average daily attendance rate of almost 89%. Although there was a slight improvement (+2%) in the average daily attendance from the 2020-2021 school year to the 2021-2022 school year, the average daily attendance rate has not improved to pre-COVID levels and is far from the long term goal of 95% average daily attendance.

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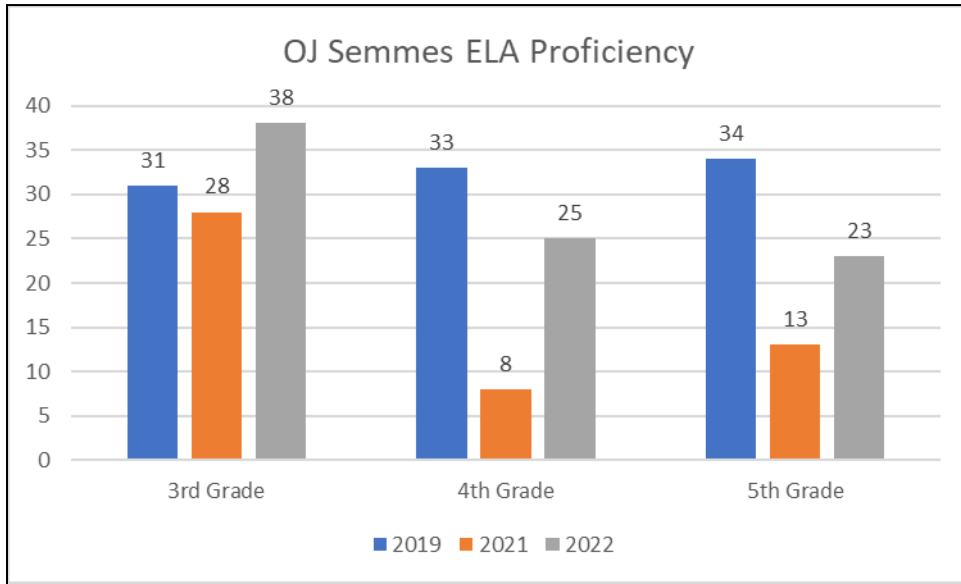
ADA 16-17	ADA 17-18	ADA 18-19	ADA 19-20	ADA 20-21	ADA 21-22
92.52	91.14	90.74	91.37	86.69	88.69

The state, district, and school specific data in the following tables have been collected from the Florida Standards Assessment results over the last three testing years. This data was used extensively to assist with the formation of a comprehensive plan for school wide improvement at O.J. Semmes Elementary School. Due to the components of school grades for the 2022-2023 school year, on-grade level student achievement (level 3+) was the primary focus of data analysis to plan for the 2022-2023 school year.

The data shows that both the state and the district experienced a slight decline in ELA achievement from the 2019 school year to the 2022 school year, and the school experienced a significant decline with the exception of 3rd grade ELA achievement which experienced an increase. Additionally, although the district suffered only a slight decline, overall student achievement in ELA remains below that of the state. The needs assessment showed that O.J Semmes has consistently scored below both the state and the district in the area of ELA achievement. It was also noted that a significant drop occurred in both fourth and fifth grade during the 2021 school year. Although there was an increase in all three grade levels in the area of ELA achievement from the 2021 school year to the 2022 school year, O.J. Semmes is performing on average more than 20 points lower than the state and the district.

	State -ELA					
	2019		2021		2022	
	#	%	#	%	#	%
3rd Grade	216,823	58	198,628	54	210,287	53
4th Grade	211,342	58	202,373	52	198,473	57
5th Grade	218,818	56	196,549	54	212,392	55
	District-ELA					
	2019		2021		2022	
	#	%	#	%	#	%
3rd Grade	3290	56	2856	53	2778	50
4th Grade	3068	52	2755	49	2773	50
5th Grade	3026	51	2904	46	2691	49
	O.J. Semmes -ELA					
	2019		2021		2022	
	#	%	#	%	#	%
3rd Grade	85	31	50	28	56	38
4th Grade	48	33	48	8	44	25
5th Grade	47	34	53	13	48	23

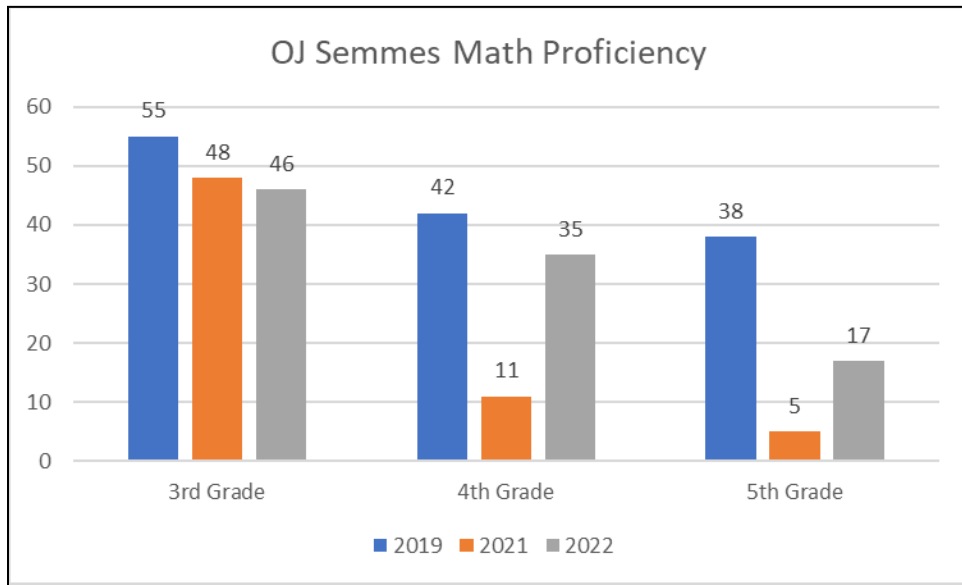
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The data shows that both the state and the district experienced a slight decline in 3rd and 4th grade math achievement and a significant decline in 5th grade math achievement. However, the school experienced a significant decline in math achievement in all three grade levels. It was also noted that the district is consistently scoring below the state in math achievement. The needs assessment showed that O.J. Semmes math achievement data is below both the state and the district. It was noted that a drastic drop in performance occurred during the 2021 school year in both fourth and fifth grade. Although third and fourth grade are within ten points of performing at pre-covid numbers, fifth grade has not yet recovered.

	State -Math					
	2019		2021		2022	
	#	%	#	%	#	%
3rd Grade	216,371	62	198,488	51	207,389	58
4th Grade	210,377	64	202,664	53	194,936	61
5th Grade	219,218	60	197,342	51	210,607	52
	District -Math					
	2019		2021		2022	
	#	%	#	%	#	%
3rd Grade	3267	55	2858	50	2804	53
4th Grade	3078	58	2790	49	2775	54
5th Grade	3031	55	2921	45	2716	43
	O.J. Semmes -Math					
	2019		2021		2022	
	#	%	#	%	#	%
3rd Grade	80	55	52	48	52	46
4th Grade	48	42	53	11	43	35
5th Grade	47	38	55	5	47	17

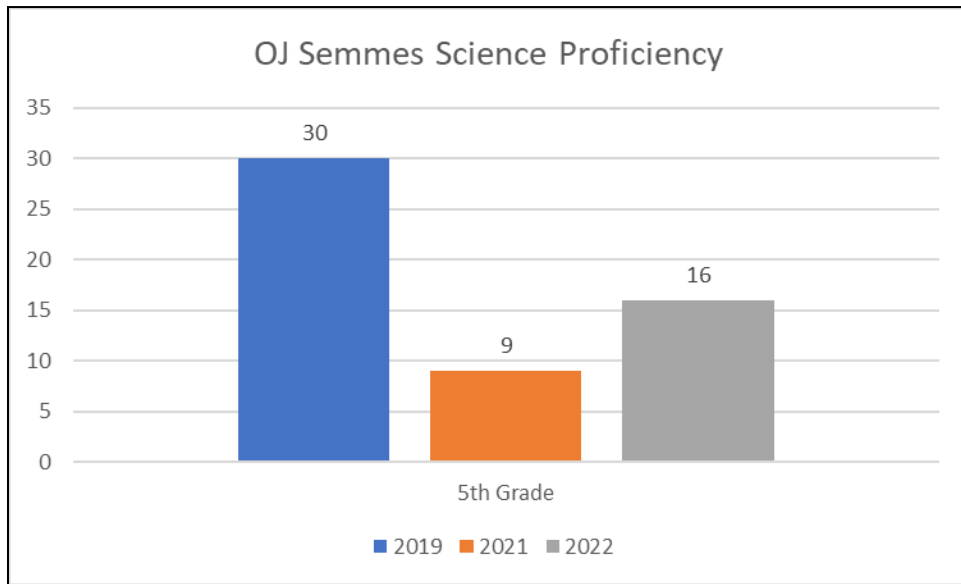
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The state and district experienced a slight decline while the school experienced a significant decline in science achievement. It was also noted that although the district scores at or above the state level, the school is consistently below that of the state and the district. The needs assessment showed a drastic decline at O.J. Semmes in science achievement over the last three years, dropping as low as 9% the 2021 school year. Over the last three tested years, science achievement has been nearly cut in half and is consistently lower than that of both the state and the district.

	State-Science					
	2019		2021		2022	
	#	%	#	%	#	%
5th Grade	218,715	53	195,768	47	211,789	48
	District-Science					
	2019		2021		2022	
	#	%	#	%	#	%
5th Grade	3022	55	2905	48	2709	48
	O.J. Semmes - Science					
	2019		2021		2022	
	#	%	#	%	#	%
5th Grade	47	30	54	9	45	16

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

In an effort to improve student achievement at O.J. Semmes Elementary School, strategies will be implemented as follows:

1. Ensure that students receive benchmark aligned instruction to the intended depth of the benchmark.
2. Implement evidenced-based instructional strategies and methods.
3. Progress monitor students daily through checks for understanding to gauge student learning during instruction.
4. Provide professional development opportunities for teachers that will address the needs of the students and the teachers. (Whole brain, Academic and Student Engagement, PBIS, etc.)
5. Provide “in the moment” instructional feedback to teachers to immediately improve instruction.
6. Deploy 7 STO instructional coaches to lead structured planning at least twice a week.
7. Deploy 7 STO instructional coaches to support and strengthen instruction through instructional coaching.
8. Utilize the services of the Exceptional Student Education department to develop inclusion support schedules that maximize the amount of support provided.
9. Utilize the school-based Navigator to increase student attendance by providing whole family support and accountability.
10. Monitor and track student data at the STO level to guide instruction and course correction at the school level.
11. O.J. Semmes will participate in the RAISE intensive support provided by the State Regional Literacy Director (SRLD). Tutoring during the school day will be provided for K-2 students and professional development on the science of reading will be provided for K-3 teachers.

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

In previous years, teachers lacked effective methods and strategies to boost student performance primarily due to inexperience. The new school administrative team as well as the newly designed STO office will work closely with teachers to support and improve classroom instruction and student learning. This support will occur through ongoing professional development, structured planning, “in the moment” feedback, and

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instructional coaching. Additionally, increasing student engagement and active learning will be a priority of the school administrative team and of the support provided by the STO coaches. Collaborative and hands-on learning can stimulate critical thinking skills and enhance students' oral communication and social interaction skills.

There will also be an intentional mind shift to focus on the benchmarks first. In previous years, the textbook has been the driving force with alignment to the standards as a secondary factor. The 2022-2023 school year will shift to a benchmark focused mindset with the expectation of lessons being directly aligned to the benchmark at the intended depth of the benchmark. The STO coaches will examine all lessons provided by the state adopted textbook and provide an in-depth gap analysis of the alignment to the intended benchmarks. STO coaches and teachers will then determine how to best align the lessons where gaps were identified either by making slight modifications and/or additions or by utilizing an additional instructional resource that is better equipped to teach to the proper alignment and depth of the benchmark.

Implementation Plan

Part A. Summarize the district-managed turnaround plan and describe how the needs assessment results will be addressed in each of these three domains:

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

Part B. In this plan, verify that each assurance outlined in the TOP-1 form for district-managed turnaround has been addressed.

Part A.

The Escambia County Public Schools district leadership team has determined that the best Turnaround option for O.J. Semmes Elementary School is a District-Managed Turnaround (DMT) Plan. With this objective in mind, the following strategies for accountable and shared leadership are currently being implemented and sustained to support the district's effort of school-wide transformation at O.J. Semmes Elementary School:

Accountable and Shared Leadership

The school based administrative team participated in extensive summer professional development surrounding Observation and Instructional Feedback best practices. With the knowledge gained through this professional development, the administrative team schedules weekly classroom walkthroughs, feedback meetings, and follow-up classroom walkthroughs to monitor implementation of instructional feedback. To assist in this process each administrator has taken the primary responsibility for specific grade levels/content areas and actively participates in structured weekly planning sessions. Additionally, the School Transformation Office (STO) will walk classrooms at least twice a month to support the administration in providing instructional feedback. The STO director will also provide monthly professional development to sustain and improve the instructional feedback practices of the school administrative team.

Standards-based Instruction and Learning

The School Transformation Office provides an additional layer of support to O.J. Semmes Elementary School. The STO office deploys seven instructional coaches to support Semmes weekly through structured planning sessions, coaching, and additional student support. The STO coaches received professional development from the Region One BSI support team. The coaches provide an in-depth analysis of all curriculum and check for the alignment of benchmarks to the depth of the benchmark and provide an instructional framework that directly aligns to the targeted benchmark. The framework is used as a guide during structured planning each week. Structured planning is required twice a week for one additional hour beyond the teacher's contract day. Teachers are compensated at their hourly rate of pay. The various coaches also spend 2-3 full days in teachers' classrooms to provide coaching and in the moment instructional feedback.

The School Transformation Office also provides monthly professional development based on the needs identified during BSI Instructional Reviews and School Support Visits. STO and BSI work collaboratively to plan the professional development to be provided and the BSI team is invited to all professional development offerings.

The School Transformation Office also employs a data scientist that provides detailed and relevant data at the district, school, teacher, and student level. The STO office and school-based administration uses this data to drive instruction by creating small groups to provide differentiated instruction, improve Tier One instruction, determine levels of support for teachers, identify needed course corrections, and by identifying subgroups that need immediate attention to close the achievement gap.

District professional development is available for the new BEST standards for all school district employees throughout the 2022-2023 school year. The O.J Semmes faculty also receives weekly training and practice with the new BEST standards from the STO coaches during structured planning.

Positive Culture and Environment

The school based administrative team participated in extensive summer professional development surrounding strategies that will produce and support a positive student culture. The administrative team created "minute-by-minute" school-wide procedures and taught and then rehearsed those procedures before the start of the school year with all faculty and staff. Classroom teachers then taught and practiced the "minute-by-minute" procedures with students the first week of school. The school has also created a student culture rubric focused on school-wide systems and will assess the student culture bi-monthly using this rubric. School-wide systems will be the initial focus and when ready, the school will then progress toward classroom systems.

O.J Semmes is also a Positive Behavior Intervention School (PBIS) and is participating in ongoing school-wide professional development to ensure proper PBIS systems are established and followed by all school personnel.

Additionally, a school navigator is provided to O.J. Semmes to support both the individual student and the family as a whole unit. School navigators services include helping with attendance issues, providing food and clothes for students, connecting families with medical providers, and providing transportation for parents to

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attend school-based events. The navigator is intended to be the person that families can look to in an effort to meet Maslow's most basic physiological and safety needs.

Part B.

Escambia County Public Schools verifies that it has addressed the following assurances as agreed upon with O.J. Semmes Elementary School's TOP-1 submission as follows:

Assurance 1: District Capacity and Support

The district verifies that the district's leadership team had an integral role in developing this plan for school improvement. The district leadership team consisted of both Elementary Directors, various subject area specialists, School Transformation Director, and the District Data Scientist. The Director of Exceptional Student Education was also consulted in regards to best practices and areas in need of improvement for Students with Disabilities. The new school-based administration and leadership team also contributed to the plan for school improvement. This plan is continually monitored and discussed with the school based leadership team. During these discussions, timelines and priorities are adjusted based on immediate school needs.

The district can assure that all instructional programs and frameworks are aligned to the BEST standards in ELA and Math and to the Florida Standards for Science and Social Studies. O.J. Semmes utilizes materials for TIER I instruction that have been approved through the state adoption process. Additionally, O.J. Semmes is also provided additional supplementary materials that have evidence of effectiveness with high-poverty, at-risk students, similar to the population of students served at O.J. Semmes Elementary School.

The district participates in all required ELA and Math state progress monitoring as well as prescribes and requires additional district progress monitoring for science. These progress monitoring assessments will be used to guide the instructional focus and inform instructional practices at the school. The district also provides the school's administration with valid data to support intervention and acceleration for students.

Assurance 2: School Capacity-Leaders and Educators

The district has worked to ensure that the school has effective leadership and educators capable of improving student achievement. A principal change verification form was submitted and approved for Susan Sanders to serve as principal for the 2022-2023 school year. Mrs. Sanders has a record of success as principal, assistant principal, instructional coach, and teacher at various Title One schools.

The district leadership team, in collaboration with the school and BSI team, coordinates and plans professional development for both the administration and faculty. The professional development is intended to provide ongoing levels of support to increase leadership and educator quality.

The district further assures that effort was made in the hiring, recruitment, and retention of instructional personnel at O.J. Semmes Elementary School. When recruiting and retaining instructional personnel, there was a priority focus on student performance data in alignment with the most recent three-year aggregated state Value-added Model (VAM) and/or district assessment data for non-state assessed grades.

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

Correlation between SIP and TOP-2:

O.J. Semmes' DMT TOP-2 plan is directly aligned to their current 2022-2023 School Wide Improvement Plan (SIP). The school has embedded comprehensive strategies to address specific areas of concern that were identified during the problem-solving process used to formulate the school's DMT TOP-2 plan. All strategies included within the SIP have been reviewed by the district's assigned RED and incorporated with the TOP-2 to ensure that all plans of action are consistent and directly correlated with the identified action steps and focus areas embedded in the School Wide Improvement Plan.

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

For the 2022-2023 school year, O.J. Semmes is under the direct supervision of the School Transformation Office. STO collaborates frequently and effectively with the Region I BSI team to complete all assigned actions steps. Additionally, STO and BSI often collaborate together to problem solve barriers and to make system changes.

The STO team collaborates with the school-based leadership team to review student performance data and determine next steps. Frequent visits will be made to the school by the STO team to provide on-site guidance and support.

The school will also conduct Community Action Team (CAT) meetings to inform the community of progress and to seek input from all stakeholders.

District-Managed Turnaround Plan Assurances

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

Assurance 1: District Capacity and Support

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

The district shall ensure that instructional programs align to Florida's Standards for English Language Arts (ELA), mathematics, social studies and science. The district shall provide the evidence that shows instructional programs to be effective with high-poverty, at-risk students, how they are different from the previous programs, how the instructional and intervention

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programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida’s Standards across grade levels to improve background knowledge in social studies, science and the arts.

X 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.

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Assurance 1: Narrative of District Capacity and Support

1. The 2022-2023 district leadership team comprises the Superintendent, Assistant Superintendent for Curriculum and Instruction, High School Director, Middle School Director, both Elementary Directors, School Transformation Director, School Transformation Specialists, School Administrator, and the District Data Scientist. Subject Area Specialists and the Director of Human Resources are also consulted on their specific areas of expertise. The district leadership team will support the school leadership team in implementing all strategies and goals included in the DMT TOP-2 and School Improvement Plan.
2. O.J. Semmes will have flexibility to use staffing, scheduling, and budgeting strategies, including UniSIG and TSSA, to implement evidence-based approaches to improve student achievement. The Escambia County School District Human Resources department will continue to prioritize O.J. Semmes with offering qualified candidates when identified. Additionally, O.J. Semmes and the other fragile schools will continue to get the first opportunity at hiring teachers that have been recruited from recruitment fairs from across the Southeastern United States. Lastly, local hiring fairs will continue to occur for O.J. Semmes and the other fragile schools at the district level.
3. The ELA curriculum and new math curriculum are on the state approved adoption list and align to the new BEST standards. Both curricula promote standards-based teaching and are the core programs. Based on the significant decline in science data, O.J. Semmes will be implementing a new instructional sequence for science this school year that is directly aligned to standards.
4. The progress monitoring assessment data informs instructional practices at the school, classroom, and individual student level. The school district, school, and the Region I BSI team collaborate to ensure progress monitoring is consistently practiced across the campus. Progress monitoring assessments being used this school year include iReady, Star360, Cambium, and district created quarterly assessments.
5. Progress monitoring data and summative assessment data will be used to determine what interventions students may need as well as identify students that need to be accelerated. O.J. Semmes will use Star 360, Cambium, iReady, and district created quarterly assessments.
6. All school instruction will be focused on standards-aligned instruction. Ongoing professional development will be provided to assist in this new direction, for both the leadership and teachers. Additionally, classroom instruction will be continually observed to ensure that standards-aligned instruction also transfers down to standards-aligned independent work and thinking for students.
7. The STO instructional coaches, STO team, and Elementary Director are essential to addressing the specific needs of the school. Due to the fragile state of O.J. Semmes, the amount of time allocated for support is far exceeding any other school in the district. The additional support will provide immediate hands-on assistance to improve the quality of instruction, provide additional support for students, and build capacity to sustain growth in the future. Additionally, the Reading Achievement Initiative for Scholastic Excellence (RAISE) will provide professional development for K-2 General education and ESE teachers in the 5 Key Practices for Effective Literacy Instruction and foundational reading skills, reading comprehension strategies, decoding strategies for multisyllabic words, and the alignment to BEST standards.

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8. The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida's definition of evidence-based. The district ELA Department mapped BEST and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.
9. An MOU has already been created that supports two days of additional planning time (1 hour each day) to include structured planning at the teacher's hourly rate of pay. Contract language also allows for a third day of extra planning at the teacher's request.
10. 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 identified barriers. The teacher-collected progress monitoring data will be used to help teachers determine whether the student has become proficient on a benchmark or will require remediation. STO coaches will use this data to monitor whether academic goals are being met.

Assurance 2: School Capacity-Leaders and Educators

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

Leaders

X 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.

X 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.

X 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

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

X 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.

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- ✗ 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

Dr. Smith, Superintendent, received approval through a principal change verification form for Susan Sanders to be principal of O.J. Semmes beginning the 2022-2023 school year.

Susan Sanders has spent her entire 28 year career in education working in Title One schools. She has 10 years of experience as principal at R.C. Lipscomb Elementary, 4 years of experience as an assistant principal at R.C. Lipscomb and Beulah Elementary Schools, 5 years of experience as a reading/elementary resource teacher at Oakcrest and Beulah Elementary Schools, and 9 years teaching experience at Oakcrest and Beulah Elementary Schools.

During her time as principal, Mrs. Sanders has received several recognitions including being named as the 2017 Escambia County Principal of the Year, receiving the 2014 Freedom Foundation at Valley Forge National School Award, earning the 2014 Certification of Special Congressional Recognition for Service to Community, and was recognized by the Florida Department of Education in 2012 as the school recipient for the Parent Involvement Award.

During her 10 years of experience as principal at R.C. Lipscomb Elementary School, the school never earned below the school grade of "C" including during the transition from FCAT 2.0 to FSA.

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Mrs. Sanders has extensive data knowledge and has taken the lead on professional development at her previous schools. Her experience as a reading/elementary resource teacher has provided her with the coaching skills needed to support teachers with instructional best practices. This summer, Mrs. Sanders participated in the leadership training included in Escambia County's FLDOE Leadership Grant provided by Relay Graduate School and also attended the BSI Summer Academy.

Mrs. Sanders takes great pride in her ability to connect with communities and prioritizes the community and school working together to improve student achievement. Her several years of administrative and teaching experience in Title One Schools, data knowledge, instructional foundation, and ability to rally the community and school to work together is the experience and support that O.J. Semmes Elementary School needs to improve student achievement.

The school district does not currently offer incentives to attract and retain principals willing to lead a turnaround school. However, the district does provide additional services beyond the basic level of support to assist the leadership in their mission. For example, O.J. Semmes will have all 7 STO instructional coaches assigned to the school to provide weekly coaching, planning, and support to students. Additionally, teachers and administrative teams are provided with professional development to continually improve student achievement and student culture.

The district will build the capacity of turnaround leaders through the professional development provided by the School Transformation Office based on providing Instructional Feedback, building positive Student Culture, and areas identified by data analysis and school support visits.

Mrs. Sanders is the primary lead and directly involved in all hiring practices at the school level. She also has the flexibility to build her school based leadership team as desired to best support her vision and mission for the school.

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?

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

Assurance 2: Narrative-School Capacity- Educators

The district will work diligently to ensure that all vacancies are filled at O.J. Semmes Elementary School. Unexpected vacancies can present challenges, especially when they occur during the school year. We recognize the need to have our students under the tutelage of certified teachers. As mentioned earlier, the Human Resource Department prioritizes providing all identified eligible applicants to O.J. Semmes before other schools. Additionally, all possible candidates identified by the recruitment team while traveling to University sites across the Southeastern United States are given to O.J. Semmes and other fragile schools. Lastly, the school district has, and will continue, to hold hiring fairs for only the most fragile schools. The school district also has a pool of certified teacher substitutes who can provide instruction to students if a vacancy should arise.

The School Transformation Office, along with Dr. Smith, contacted all VAM eligible teachers in the school district regarding their opportunity to transfer to O.J. Semmes and to receive the incentive of \$7,500 for an effective rating and \$15,000 for an highly effective rating. The School Transformation Office also assists the school in hiring new teachers by identifying current VAM scores of all applicants before a contract is offered.

Assurance 2: Verification-School Capacity- Educators

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

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

The STO office, in collaboration with the superintendent, contacted the qualified effective and highly effective VAM teachers to notify them of their eligibility. The STO office was available to answer all questions regarding the possible transfer and incentive. Employees who chose to transfer were assisted by the STO office on an individual basis during the entire process.

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

O.J. Semmes only has one employee with a Needs Improvement rating. That employee does not have students assigned to them and remains at the school in a support role.

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

Not Applicable

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

The Escambia County School District Human Resources department continues to prioritize O.J. Semmes when finding qualified candidates eligible for open positions. Additionally, O.J. Semmes will continue to get the first opportunity at hiring teachers that have been recruited from recruitment fairs from across the Southeastern United States. Lastly, local hiring fairs will continue to occur for O.J. Semmes and the most fragile schools at the district level.

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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 (E)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	0	1	0
School %	50%	0%	50%	0%
District %	9%	63%	15%	13%
State %	10%	63%	15%	12%

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
Hollie Wilkins, Director of School Transformation
Contact information: email, phone number
hwilkins@ecsdf1.us , 850 469 5327
Date submitted to the Bureau of School Improvement (due October 1)
September 29, 2022
Superintendent signature (or authorized representative)
