

## Phase 1

### Part I: Schools to Be Supported

*Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.*

**Item 1:** In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Cedar Grove Elementary 03-0091

Oakland Terrace School for the Visual and Performing Arts 03-0191

### Part II: Stakeholder Engagement

#### A. Community Assessment Team

*Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.*

**Item 2:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

#### B. Turnaround Option Selection Process

**Item 3:** The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

### Part III: Turnaround Option Selection

*Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.*

#### A. Needs Assessment

*The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.*

## Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

*This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)*

**Item 4:** Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

CIMS: Academic Outcomes Plot in conjunction with School Grade Data, VAM data, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), PLUS<sup>2</sup> Learning Walk data, Risk Factor Analysis, and Climate Survey results will continue to be used to determine and plan for the following domains as defined in each school’s improvement plan: *Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement*. Further, the Turnaround Toolkit discusses areas of strength, weakness, and next steps for Cedar Grove Elementary and Oakland Terrace School for the Visual and Performing Arts.

School grade data for 2015 cannot be compared to 2014 as this marked the change from FCAT to FSA in ELA and Mathematics. See 2015 School Grade information below. 2016 School Grades have yet to be released.

**Cedar Grove:**

Cedar Grove’s school grade data in 2015 ranked a letter grade of D at 35% of possible points earned (based on proficiency only), increasing from a letter grade of F in 2014. Further breakdown of the 2016 scores indicate the following:

School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level					se in Levels 3 or Above
					1	2	3	4	5	
<b>GRADE 03</b>	<b>03</b>	<b>220,663</b>	<b>301</b>	<b>54</b>	<b>22</b>	<b>24</b>	<b>27</b>	<b>19</b>	<b>9</b>	<b>1</b>
<b>ELA GRADE 03 2015 Retro</b>	<b>03</b>	<b>215,264</b>	<b>300</b>	<b>53</b>	<b>22</b>	<b>25</b>	<b>27</b>	<b>18</b>	<b>7</b>	
CEDAR GROVE ELEMENTARY SCHOOL	03	61	294	43	33	25	33	8	2	<b>7</b>
CEDAR GROVE ELEMENTARY SCHOOL	03	75	290	36	37	27	28	5	3	
<b>ELA GRADE 04</b>	<b>04</b>	<b>209,261</b>	<b>310</b>	<b>52</b>	<b>25</b>	<b>23</b>	<b>26</b>	<b>19</b>	<b>7</b>	<b>-2</b>
<b>ELA GRADE 04 2015 Retrofitted</b>	<b>04</b>	<b>197,630</b>	<b>312</b>	<b>54</b>	<b>21</b>	<b>25</b>	<b>27</b>	<b>19</b>	<b>8</b>	
CEDAR GROVE ELEMENTARY SCHOOL	04	62	299	24	42	34	15	10	0	<b>-4</b>
CEDAR GROVE ELEMENTARY SCHOOL	04	53	303	28	30	42	23	6	0	
<b>ELA GRADE 05</b>	<b>05</b>	<b>200,629</b>	<b>320</b>	<b>52</b>	<b>22</b>	<b>26</b>	<b>26</b>	<b>19</b>	<b>7</b>	<b>0</b>
<b>ELA GRADE 05 2015 Retro</b>	<b>05</b>	<b>196,752</b>	<b>321</b>	<b>52</b>	<b>20</b>	<b>28</b>	<b>26</b>	<b>19</b>	<b>7</b>	
CEDAR GROVE ELEMENTARY SCHOOL	05	62	306	19	53	27	15	5	0	<b>-</b>
CEDAR GROVE ELEMENTARY SCHOOL	05	66	311	30	27	42	21	9	0	<b>11</b>

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School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level					Increase/Decrease in Levels 3 or Above
					1	2	3	4	5	
<b>MATH GRADE 03</b>	<b>03</b>	<b>220,771</b>	<b>301</b>	<b>61</b>	<b>21</b>	<b>18</b>	<b>28</b>	<b>22</b>	<b>11</b>	<b>3</b>
<b>MATH GRADE 03 2015 Retro</b>	<b>03</b>	<b>215,419</b>	<b>300</b>	<b>58</b>	<b>22</b>	<b>20</b>	<b>27</b>	<b>21</b>	<b>10</b>	
CEDAR GROVE ELEMENTARY SCHOOL	03	61	291	49	20	31	36	13	0	<b>20</b>
CEDAR GROVE ELEMENTARY SCHOOL	03	75	289	29	33	37	25	4	0	
<b>MATH GRADE 04</b>	<b>04</b>	<b>212,169</b>	<b>314</b>	<b>59</b>	<b>24</b>	<b>17</b>	<b>26</b>	<b>20</b>	<b>12</b>	<b>0</b>
<b>MATH GRADE 04 2015 FSA Retro</b>	<b>04</b>	<b>199,291</b>	<b>314</b>	<b>59</b>	<b>23</b>	<b>18</b>	<b>28</b>	<b>20</b>	<b>12</b>	
CEDAR GROVE ELEMENTARY SCHOOL	04	64	302	28	39	33	22	5	2	<b>-20</b>
CEDAR GROVE ELEMENTARY SCHOOL	04	52	313	48	17	35	23	17	8	
<b>MATH GRADE 05</b>	<b>05</b>	<b>202,701</b>	<b>322</b>	<b>55</b>	<b>23</b>	<b>22</b>	<b>24</b>	<b>20</b>	<b>12</b>	<b>0</b>
<b>MATH GRADE 05 2015 FSA Retro</b>	<b>05</b>	<b>198,938</b>	<b>322</b>	<b>55</b>	<b>23</b>	<b>23</b>	<b>25</b>	<b>19</b>	<b>11</b>	
CEDAR GROVE ELEMENTARY SCHOOL	04	64	302	28	39	33	22	5	2	<b>-20</b>
CEDAR GROVE ELEMENTARY SCHOOL	04	52	313	48	17	35	23	17	8	

VAM data for Cedar Grove in 2014 was overall Effective and in 2015 was also overall Effective.

## Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

*This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)*

Current NWEA MAP scores indicate improvement for each grade level at the Fall and Winter administration of MAP for Grades 2-5.

### ELEMENTARY SCHOOL MAP DATA - Fall 2015 (Grades 3-5 ONLY)

School	MAP: Reading 2-5 Mean RIT Score									MAP: Math 2-5 Mean RIT Score									MAP: General Science Mean RIT Score								
	3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade		
	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING
<i>Student Status Norms (Nationwide - Beginning of year)</i>	188.3	195.6	198.6	198.2	203.6	205.9	205.7	209.8	211.8	190.4	198.2	203.4	201.9	208.7	213.5	211.4	217.2	221.4	187.5	192.6	195.4	194.6	198.7	201.0	200.2	203.7	205.8
<b>BAY DISTRICT</b>	<b>189.3</b>	<b>196.2</b>		<b>199.3</b>	<b>204.3</b>		<b>207.4</b>	<b>211.4</b>		<b>189.5</b>	<b>197.0</b>		<b>201.0</b>	<b>207.1</b>		<b>211.0</b>	<b>216.1</b>		<b>188.9</b>	<b>194.0</b>		<b>195.3</b>	<b>199.1</b>		<b>201.8</b>	<b>205.8</b>	
0091 - Cedar Grove	183.2	189.7		191.3	197.2		201.5	208.0		188.1	193.1		195.9	202.7		208.0	212.1		185.3	189.8		190.5	198.2		197.1	201.0	

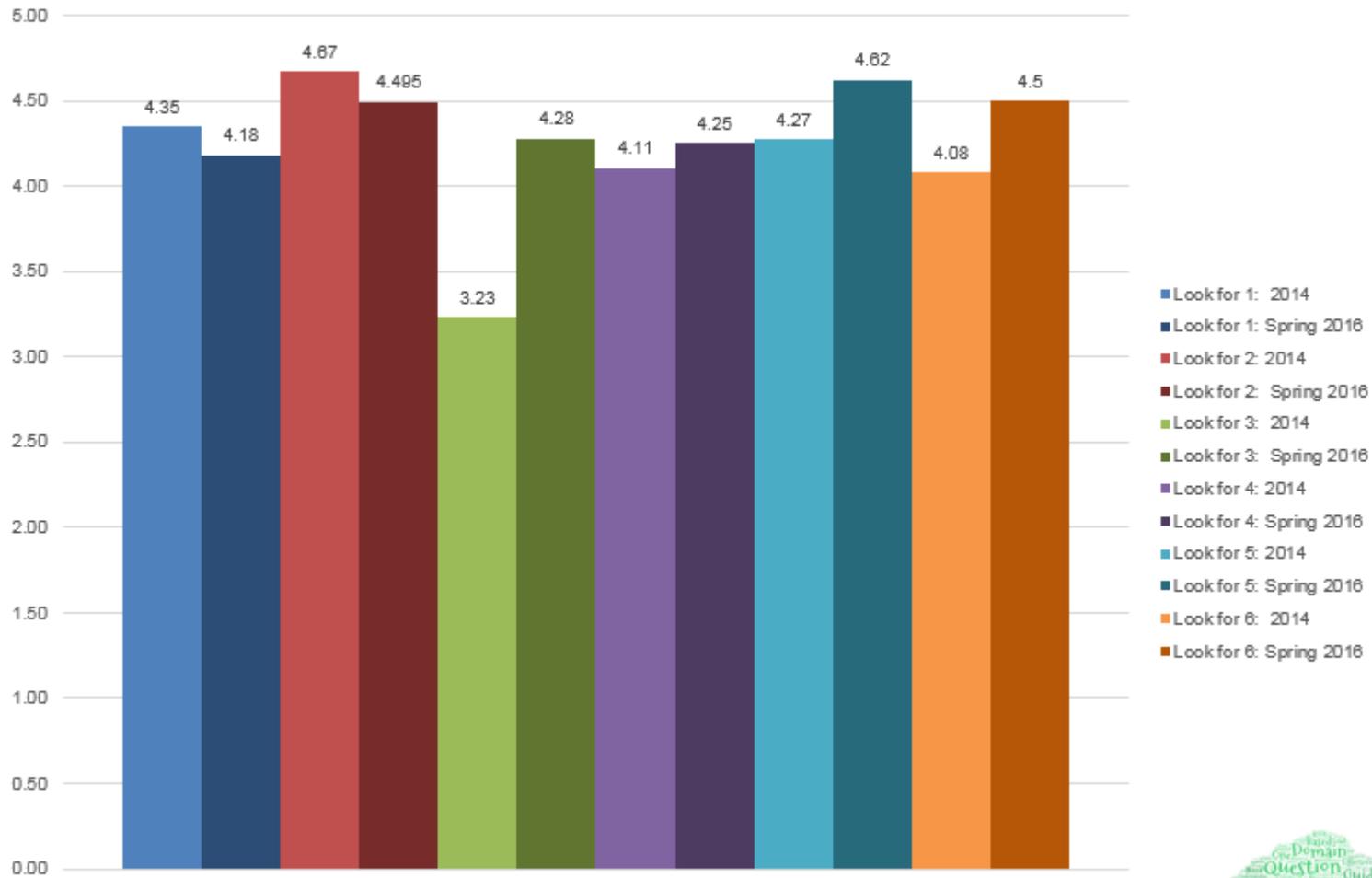
With a pre-defined rubric, Bay District Schools also utilizes the PLUS<sup>2</sup> monitoring system to collect school-wide data on 6 look-fors;

1. Utilizing the Standard
2. Instructional Framework for English language arts (ELA), mathematics, and other content areas.
3. Levels of Thinking in Tasks and Questions
4. Cognitive Engagement
5. Differentiated Instruction
6. Ongoing Assessment

# Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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### BDS PLUS2 Individual School: 2014 to Spring 2016



Cedar Grove



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2016 School Climate Surveys were administered via AdvancED's eProve system measuring on a Likert scale from 0-5. Cedar Grove data indicates the following:

**Staff Survey overall score 4.38 (2016):**

Purpose and Direction: 4.58 (2016)

Governance and Leadership: 4.54 (2016)

Teaching and Assessing for Learning: 4.22 (2016)

Resources and Support Systems: 4.38 (2016)

Using Results for Continuous Improvement: 4.46 (2016)

**Parent Survey overall score of 4.39 (2016):**

Purpose and Direction: 4.49 (2016)

Governance and Leadership: 4.36 (2016)

Teaching and Assessing for Learning: 4.43 (2016)

Resources and Support Systems: 4.33 (2016)

Using Results for Continuous Improvement: 4.38 (2016)

## Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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### Oakland Terrace:

Oakland Terrace's school grade data in 2015 ranked a letter grade of F at 26% of possible points earned (based on proficiency only), maintaining a letter grade of F in 2014. Further breakdown of the 2016 scores indicate the following:

School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level					Increase/Decrease in Levels 3 or Above
					1	2	3	4	5	
<b>GRADE 03</b>	<b>3</b>	<b>220663</b>	<b>301</b>	<b>54</b>	<b>22</b>	<b>24</b>	<b>27</b>	<b>19</b>	<b>9</b>	<b>1</b>
<b>ELA GRADE 03 2015 Retro</b>	<b>3</b>	<b>215264</b>	<b>300</b>	<b>53</b>	<b>22</b>	<b>25</b>	<b>27</b>	<b>18</b>	<b>7</b>	
OAKLAND TERRACE SCHL FOR VIS	03	59	291	31	32	37	17	12	2	<b>5</b>
OAKLAND TERRACE SCHL FOR VIS	03	43	290	26	40	35	12	9	5	
<b>ELA GRADE 04</b>	<b>04</b>	<b>209261</b>	<b>310</b>	<b>52</b>	<b>25</b>	<b>23</b>	<b>26</b>	<b>19</b>	<b>7</b>	<b>-2</b>
<b>ELA GRADE 04 2015 Retrofitted</b>	<b>4</b>	<b>197630</b>	<b>312</b>	<b>54</b>	<b>21</b>	<b>25</b>	<b>27</b>	<b>19</b>	<b>8</b>	
OAKLAND TERRACE SCHL FOR VIS	04	47	297	30	55	15	21	4	4	<b>6</b>
OAKLAND TERRACE SCHL FOR VIS	04	50	303	24	36	40	12	12	0	
<b>ELA GRADE 05</b>	<b>05</b>	<b>200629</b>	<b>320</b>	<b>52</b>	<b>22</b>	<b>26</b>	<b>26</b>	<b>19</b>	<b>7</b>	<b>0</b>
<b>ELA GRADE 05 2015 Retro</b>	<b>5</b>	<b>196752</b>	<b>321</b>	<b>52</b>	<b>20</b>	<b>28</b>	<b>26</b>	<b>19</b>	<b>7</b>	
OAKLAND TERRACE SCHL FOR VIS	05	49	306	24	45	31	14	8	2	<b>-6</b>
OAKLAND TERRACE SCHL FOR VIS	05	66	315	30	27	42	14	14	3	

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School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	1	2	3	4	5	
<b>MATH GRADE 03</b>	03	<b>220,771</b>	<b>301</b>	<b>61</b>	<b>21</b>	<b>18</b>	<b>28</b>	<b>22</b>	<b>11</b>	<b>3</b>
<b>MATH GRADE 03 2015 Retro</b>	03	<b>215,419</b>	<b>300</b>	<b>58</b>	<b>22</b>	<b>20</b>	<b>27</b>	<b>21</b>	<b>10</b>	
OAKLAND TERRACE SCHL FOR VIS	03	59	288	36	46	19	22	14	0	<b>8</b>
OAKLAND TERRACE SCHL FOR VIS	03	43	285	28	47	26	19	9	0	
<b>MATH GRADE 04</b>	<b>04</b>	<b>212,169</b>	<b>314</b>	<b>59</b>	<b>24</b>	<b>17</b>	<b>26</b>	<b>20</b>	<b>12</b>	<b>0</b>
<b>MATH GRADE 04 2015 FSA Retro</b>	<b>04</b>	<b>199,291</b>	<b>314</b>	<b>59</b>	<b>23</b>	<b>18</b>	<b>28</b>	<b>20</b>	<b>12</b>	
OAKLAND TERRACE SCHL FOR VIS	04	51	297	29	51	20	20	6	4	<b>-3</b>
OAKLAND TERRACE SCHL FOR VIS	04	53	299	32	45	23	17	11	4	
<b>MATH GRADE 05</b>	<b>05</b>	<b>202,701</b>	<b>322</b>	<b>55</b>	<b>23</b>	<b>22</b>	<b>24</b>	<b>20</b>	<b>12</b>	<b>0</b>
<b>MATH GRADE 05 2015 FSA Retro</b>	<b>05</b>	<b>198,938</b>	<b>322</b>	<b>55</b>	<b>23</b>	<b>23</b>	<b>25</b>	<b>19</b>	<b>11</b>	
OAKLAND TERRACE SCHL FOR VIS	05	49	307	29	47	24	20	4	4	<b>1</b>
OAKLAND TERRACE SCHL FOR VIS	05	67	310	28	36	36	22	4	1	

VAM data for Oakland Terrace in 2014 was overall Needs Improvement and in 2015 increased to overall Effective.

## Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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Current NWEA MAP scores indicate improvement for each grade level at the Fall and Winter administration of MAP for Grades 2-5.

### ELEMENTARY SCHOOL MAP DATA - Fall 2015 (Grades 3-5 ONLY)

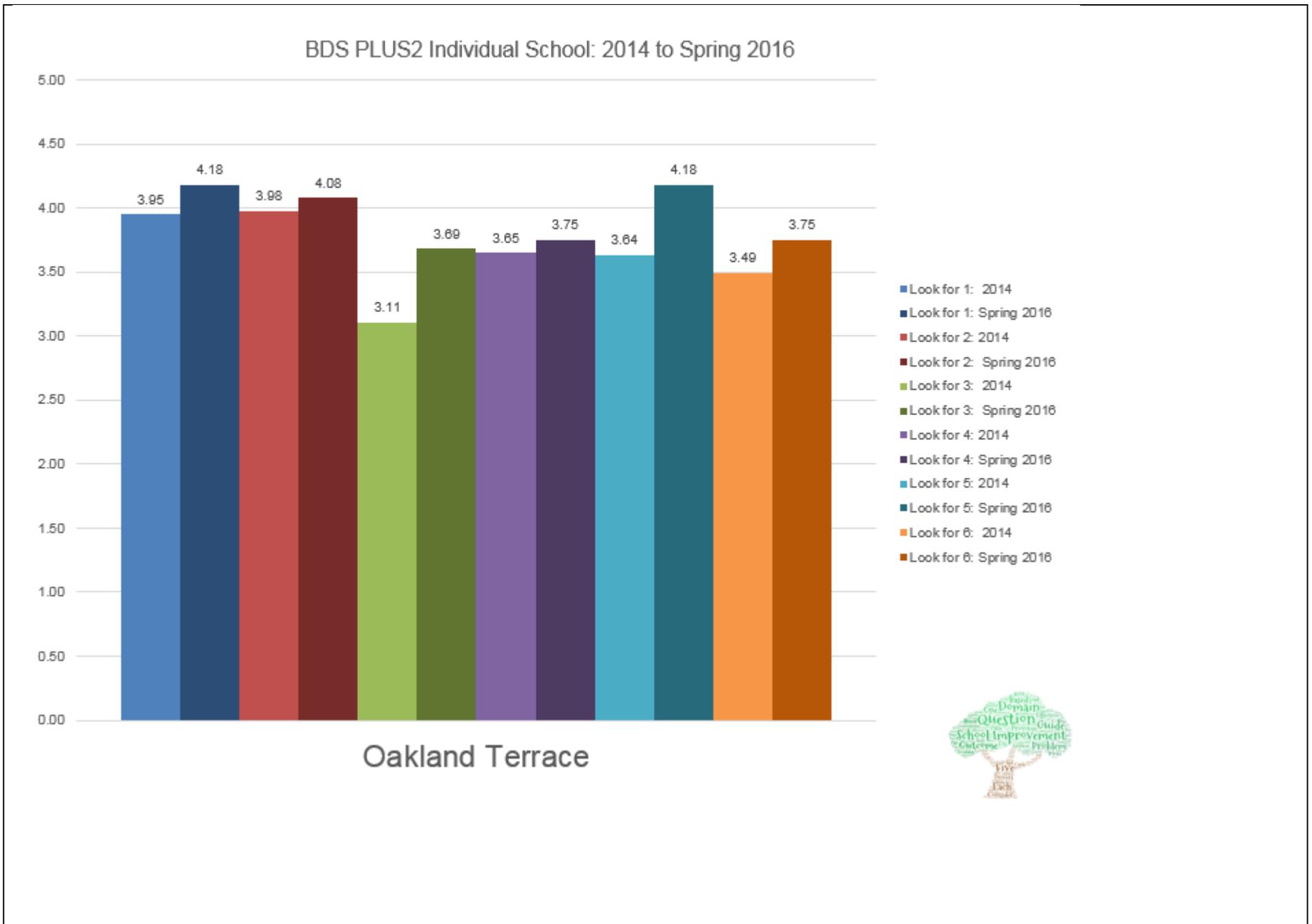
School	MAP: Reading 2-5 Mean RIT Score									MAP: Math 2-5 Mean RIT Score									MAP: General Science Mean RIT Score								
	3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade			3rd Grade		4th Grade		5th Grade				
	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING			
<i>Student Status Norms (Nationwide - Beginning of year)</i>	188.3	195.6	198.6	198.2	203.6	205.9	205.7	209.8	211.8	190.4	198.2	203.4	201.9	208.7	213.5	211.4	217.2	221.4	187.5	192.6	195.4	194.6	198.7	201.0	200.2	203.7	205.8
<b>BAY DISTRICT</b>	189.3	196.2		199.3	204.3		207.4	211.4		189.5	197.0		201.0	207.1		211.0	216.1		188.9	194.0		195.3	199.1		201.8	205.8	
0191 - Oakland Terrace	184.3	191.8		187.7	195.7		194.6	203.7		182.8	190.8		190.7	197.3		202.3	205.9		not tested	not tested		188.5	not tested		194.7	201.9	

With a pre-defined rubric, Bay District Schools also utilizes the PLUS<sup>2</sup> monitoring system to collect school-wide data on 6 look-fors;

1. Utilizing the Standard
2. Instructional Framework for English language arts (ELA), mathematics, and other content areas.
3. Levels of Thinking in Tasks and Questions
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## Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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2016 School Climate Surveys were administered via AdvancED's eProve system measuring on a Likert scale from 0-5. Oakland Terrace data indicates the following:

**Staff Survey overall score 4.42 (2016):**

Purpose and Direction: 4.62 (2016)

Governance and Leadership: 4.58 (2016)

Teaching and Assessing for Learning: 4.29 (2016)

Resources and Support Systems: 4.41 (2016)

Using Results for Continuous Improvement: 4.47 (2016)

**Parent Survey overall score 4.51 (2016):**

Purpose and Direction: 4.56 (2016)

Governance and Leadership: 4.44 (2016)

Teaching and Assessing for Learning: 4.51 (2016)

Resources and Support Systems: 4.55 (2016)

Using Results for Continuous Improvement: 4.56 (2016)

## Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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### B. Turnaround Option Selection

**Item 5:** The district must select from the following turnaround options based upon the school's needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

**Option 1: District-Managed Turnaround**

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of "D" for three consecutive years must implement the district-managed turnaround option.*

**Option 2: Closure**

The district will reassign students to another school or schools and monitor progress of each reassigned student.

**Option 3: Charter**

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

**Option 4: External Operator**

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

**Option 5: Hybrid**

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

**Item 6:** Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

Bay District Schools has compelling evidence through data indicated in Item 4 which show both TOP schools are improving. Additionally, with the inclusion of learning gains in the 2016 School Grade calculation, we anticipate school grades will reflect improvement (last year 3 of 7 counted to include proficiency only). For the past two years, Bay District has embraced a systemic approach for progress monitoring student achievement and instructional practices.

Bay District Schools is also dedicated administrators with years of experience, leadership, and consistency at both turnaround schools. Mr. Phillip Campbell, Principal of Cedar Grove Elementary, has been in administration for eleven years with six at Cedar Grove. Mr. Lendy Willis, Principal of Oakland Terrace School for the Visual and Performing Arts, has been in administration for twenty-five years with three at Oakland Terrace. Both principals are dedicated to overcoming the barriers that face each of these schools and are striving to lead both schools out of turnaround status.

## Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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### Phase 2

*Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.*

#### **Option 1: District-Managed Turnaround (DMT)**

##### **Areas of Assurance**

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

##### **DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2**

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

##### **DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c**

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

##### **DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1**

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

##### **DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d**

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

##### **DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b**

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students’ failure to improve can be attributed to the faculty.

##### **DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b**

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S.

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### Implementation Plan

**DMT Item 7:** Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

**Area of Focus 1**

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

**Area of Focus 2**

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

**Area of Focus 3**

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

**Area of Focus 4**

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

**Area of Focus 5**

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

## Bay District Schools 2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

*This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)*

**DMT Item 8:** In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

The PLUS<sup>2</sup> monitoring system is used to provide feedback, reallocate supports and resources, and collect data relative to student performance and the instructional practice. The PLUS<sup>2</sup> process is twice per year with a follow-up meeting with the principal between Cycle 1 and Cycle 2. The turnaround lead will visit each TOP school bi-monthly to discuss progress with the principal, participate in leadership team meetings, conduct learning walks using a form that will provide feedback directly to teachers regarding the PLUS<sup>2</sup> lookfors and other related data. Additionally, once per month, the Director of Elementary Instruction will visit the school to discuss progress with the principal, conduct learning walks, and support the principal. Instructional coaches for both ELA and mathematics will be on campus to provide job-embedded support in the classrooms.

Further, in addition to the earned units at both schools, each school has been allocated with additional units.

Cedar Grove: 8 units

ESE Pre-K- 1 unit

Autism- 2 units

Intervention Teacher- 1 unit

Title I Resource Teacher- 1 unit

ESE Inclusion Teacher- 1 unit

ESE Resource Teacher- 1 unit

Social Worker 1 unit

Oakland Terrace: 6 additional units

ESE Pre-K- 2 units

Student Services Specialist- 1 unit

ESOL- 2 units

Social Worker- 1 unit