

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.

Hyde Grove Elementary School MSID 2141

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.

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.

After reviewing current and historic enrollment and academic performance, the Superintendent recommended to the School Board that the district close Hyde Grove Elementary as a traditional K-5 institution. Instead, the building will be used as an Early Learning Center beginning in the 2016-17 school year. Stakeholders from the school and throughout the community were engaged in the recommendation, which was subsequently approved by the School Board. The needs assessment demonstrated that numerous schools within the same geographic area were all challenged by the same factors of low achievement levels, lower residency rates, challenges with high quality principal and teacher recruitment, and poor early learning options. These conditions stretched district resources in an unsustainable pattern. A focus on dramatically upgrading early learning in the area was necessary to eventually improve student achievement within the feeder pattern.

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.

2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2

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The district turnaround model was not sustainable for consistent improvement based on human capital challenges and the need for the district to support multiple schools in the same geographic area.

Phase 2

Option 2: Closure

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall close the school(s) and reassign students to higher-performing schools in the district.

Assurance 2

The district shall monitor the reassigned students and report their progress to the department for three years.

Implementation Plan

Closure Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of students identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

The district will close Hyde Grove Elementary this year and use the building for an Early Learning Center serving 3 year olds to 2nd graders. This will enable educators to focus on an early learning intervention model to ensure students are ready to achieve grade level expectations by 3rd grade. Students currently enrolled at Hyde Grove were provided the opportunity to attend other district schools that were higher performing. The Duval Teachers Union agreed to reconstitute the Early Learning Center with select teachers and paraprofessionals. The Early Learning Center will offer an arts integration curriculum, a fully released reading interventionist for small group instruction, a parent liaison to engage parents, and a behavior interventionist to support teachers with disruptive students. A partnership with the University of Florida's Lastinger Center will provide ongoing professional development to teachers with a focus on early literacy. In addition, all teachers will be trained in the Orton-Gillingham multi-sensory approach to reading instruction. A new principal was selected for the school who successfully led a lower performing elementary school to a 63 point increase the previous school year based on proficiency alone.

A list of those students reassigned to schools will be provided to the Differentiated Accountability team, and the district will submit a quarterly progress monitoring report for those students.