

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.

Dodgertown Elementary, 0151

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.

A quarterly meeting are held in the morning at Dodgertown to allow for more family and community participation. The meeting is facilitated by Bruce Green, Assistant Superintendent of Technology and Assessment or a representative from his office. Invitations to this data review meeting will be advertised through the District Public Information Officer to allow for community and family participation and a phone message from Dodgertown’s Principal prior to the morning review meeting.

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.

The first family meeting took place in August 2016 prior to school starting that allowed Dodgertown staff which engaged families and stakeholders in what they would like to see addressed for their school. They also had time to review school data and concerns.

A quarterly meeting will be held in the morning at Dodgertown and will be facilitated by Bruce Green, Assistant Superintendent of Technology and Assessment or a representative from the Office of Assessment and Accountability to review data and engage families and community members in assisting Dodgertown in problem solving issues and concerns throughout the year. Invitations to this data review meeting will be advertised through the District Public Information Officer to allow for community and family participation and a phone message from Dodgertown’s Principal prior to the morning review meeting. The meetings will coincide with the monthly Differentiated Accountability meeting allowing the RED and RAD to attend the majority of these meetings. After the meeting, a school based Learning Walks with the RED, RAD, district support team and school team.

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.

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

The district Turnaround committee consisting of the Superintendent, Assistant Superintendent of Finance, Assistant Superintendent of Curriculum and Instruction and Assistant Superintendent of Technology and Assessment, the Director of Assessment and Accountability, Director of Elementary Education, Director of ESE, Coordinator of Title Programs, District Instructional Support Specialists for Math and Reading all met several times to review FSA data divided many ways to identify scores for Dodgertown by grade level, by subgroups and by subject. We also looked at the numerator and denominator data showing exact number of student’s proficient or making gains for ELA, Math and Science. The school also went through this same data prior to working on their SIP. They identified strategies by grade level that will assist in increasing the proficiency levels of the students. In review of the data by reporting category it was very evident that for ELA; craft and structure is a low area for all grades. But it also showed that in 4th and 5th grade the only area that was a strength was Language and editing. For Math; 3rd grade did significantly better in all 3 categories whereas 4th and 5th struggled in all. 4th grade’s strength was in Numbers and Operations in Base Ten. See copies attached.

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.

The School District of Indian River County selected "Option 1: District Managed Turnaround" (DMT) for Dodgertown Elementary. The district is committed to the monitoring plan implementation and holding responsible individuals accountable for their respective areas. The district will provide curriculum specialist and coaching support which will include modeling and coaching with immediate feedback. In addition, the district will provide or make available professional development to ensure teachers deliver standards-based instruction. The professional development department and curriculum specialists will provide training on the collaborative planning process, common assessments, and data analysis will be a part of the professional development program, which will be monitored at the district level by the Assistant Superintendent of Curriculum and Instruction and the Director of Elementary Education. School administrators will monitor plans at the school level to ensure the data-informed instruction is provided through highly engaging strategies as gained in professional development activities. The principal's supervisor will monitor the principal implementation of the School Improvement Plan and Progress monitoring plan at the school.

Non-negotiable Strategies to Improve Student Performance include:

- Timely identification and assessment of students for the proper instructional placement and support (MTSS)
- Monthly District/DA classroom walkthrough visits with administration
- Monitor the implementation of the Turnaround Option Plan and provide follow-up to ensure that strategies are being implemented with fidelity, making modifications based on results. This effort will be driven by the District Leadership Team, led by the Director of Elementary Education. Monitoring will occur monthly during District Leadership Team meetings and reported to the RED.

Area of Focus 1

The district will implement I-Ready for the 2016-2017 school year as a diagnostic tool for grades K-5. I-Ready diagnostic will be administered three times a year. Unify item bank questions will be used to create common assessments for grades 3-5. The district has elected to utilize benchmarks and I-Ready to monitor student progress. The districts benchmark assessments will be administered to grades 3-5 twice a year in reading, math and science. The data from the assessment will be disaggregated at the district level by the Performance Data Analyst, curriculum specialist and district leadership team. This data will be used to make data-driven decisions regarding curriculum and instruction. The administration will monitor classroom instruction through Classroom Walkthroughs and observations. The school based administration will ensure additional support is provided to the classroom teachers based on assessment data. The principal's supervisor will monitor the fidelity of the analysis and support for teachers.

In addition, the district Curriculum and Instruction department has updated their vision to provide quality professional development, resources and support to all schools. We are offering a Tiered approach for school support based on identified data driven needs. Dodgertown is one of our Tier 3 support schools and will be receiving weekly support from all the Instructional Support Specialists (ELA, Math and Science) as well as from ESE and ESOL specialists to ensure human resources are provided to assist Dodgertown with the initiatives they are addressing in their school improvement plan.

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.

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).

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.

- o The district will implement professional development opportunities such as; Unit Planning (UP) and Institute for Coaching Excellence (ICE) to build capacity with educators.
- o The district will provide support to structure a collaborative planning process.
- o The district personnel will participate with administrators on school based instructional rounds.
- o District will provide quarterly data chats with the school based administrators.
- o Implementation of the action steps identified in the African American Achievement Plan.

- District curriculum specialists will provide once a month professional development for all school based coaches which will help coaches to assist with school based professional development on strategies, standards based lessons, assessments and collaborative planning.
- District curriculum specialists will provide weekly coaching support at individual schools to assist with collaborative planning, professional development and shoulder to shoulder assistance with school based coaches. Priority will be given to schools identified as Tier II or Tier III schools.
- Curriculum and Instruction department will provide monthly DOE updates and professional development for Principals and Assistant Principals to build capacity around standards based instruction, assessment and monitoring.