

STATE BOARD OF EDUCATION

Action Item

July 18, 2018

SUBJECT: Review of Turnaround Option Plans for School District of Duval County

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.33, Florida Statutes

EXECUTIVE SUMMARY

Duval has two schools that requires a new turnaround plan:

- Lake Forest Elementary School
- Northwestern Middle School

Supporting Documentation Included: Turnaround Option Plans for Lake Forest Elementary and Northwestern Middle Schools, and District response letter. Contract with External Operator (under separate cover)

Invited Presenters: Dr. Patricia Willis or Diana Greene, Superintendent, Duval County Public Schools; Paula Wright, School Board Chair; Hershel Lyons, Chancellor, K-12 Public Schools; and Wayne Green, Regional Executive Director, Bureau of School Improvement



Turnaround Option Plan – Phase 2 Duval County Public Schools: Lake Forest Elementary

This form, to be used by districts for implementation in 2018-19, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

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Lake Forest Elementary School # 160741

External Operator

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

Under the guidance of the Superintendent, the Chief of Schools, Chief Academic Officer, Turnaround Regional Superintendent, content area executive directors, and other key district staff there was collaboration with the school’s Principal, leadership team, teachers, staff, parents, community partners, and all other stakeholders who are essential to the success of the students at each of our schools supported by the Turnaround Region. Through a comprehensive 8 Step Problem Solving process, district community assessment team, staff, school administration, members of each school’s advisory council, and other community stakeholders (identified below), reviewed both qualitative and quantitative data which encompassed all available state, district, and school level data to identify root causes of barriers to student learning, teacher retention, and/or the daily learning environment at each of our identified comprehensive support & improvement schools in order to make informed recommendations for any next steps needed to foster sustainable instructional practices:

Lake Forest Elementary School:

Comprehensive Support & Improvement Schools Grade Profiles:

School	School Year		
	Grade & Total Points*		
	2017	2016	2015
Lake Forest Elementary School	D 264	D 234	F [112]

Lake Forest Elementary School Data Profile:

Lake Forest Elementary State and District Progress Monitoring Data:

Test/ Grade Level	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
FSA ELA						
3	22	28%	24	34%	19	30%
4	18	25%	18	25%	21	32%
5	25	40%	17	26%	22	30%
FSA Math						
3	44	55%	40	56%	27	42%
4	48	64%	35	48%	30	45%
5	20	30%	21	32%	24	32%
Science						
5	17	26%	18	27%	13	18%
Achieve 3000						

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3	12	15%	18	24%	15	23%
4	5	7%	12	17%	8	12%
5	10	15%	8	12%	9	12%
iReady Reading						
3	47	58%	42	55%	35	54%
4	16	21%	18	25%	22	32%
5	28	43%	21	32%	22	30%
iReady Math						
3	43	54%	40	53%	34	52%
4	54	71%	34	48%	41	60%
5	31	47%	33	49%	26	35%

Lake Forest Elementary Early Warning Indicators:

Data Area	2014-15	2015-16	2016-17
2 or More Years Behind	3	9	7
3	1	3	2
4	1	3	4
5	1	3	1
Attendance			
Percent Present	95.80%	95.10%	
Average Daily Attendance	415	409	
Discipline			
Class I	5	91	27
Class II	37	373	100
Class III	7	36	7
Class IV	0	0	0
Suspension			
ISSP	5	277	11
OSSP	27	107	38
ATOSS	0	0	
Stability	94.7	94.9	

On Wednesday, October 25, 2017, a district Community Assessment Team (CAT) meeting was held at Northwestern Middle School as well as on Thursday, November 9, 2017 to discuss the aforementioned data and to collect additional community input on next steps needed for the district schools in year 2 of implementing a District Managed Turnaround (DMT) plan. Lake Forest Elementary School as one of the District’s 3 schools in year 2 of District Managed Turnaround (DMT) Implementation, had extensive representation from stakeholders that support and advise their individual School improvement process. The CAT team reviewed each of the proposed turnaround plan options available for selection during the 2018 – 2019 school year and held highly engaged discussions focused on potential community impact of options available; the necessary assurances required for each of the three remaining turnaround options, and current strategies in place to support schools increasing student achievement this school year.



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Below is a list of identified community stakeholders who were invited to engage in the District's problem solving process as representative members on the Community Assessment Team (CAT) for 2017 - 2018. The district's remaining quarterly CAT meetings are planned to provide a forum whereby full community perspectives can be collected and represented in any necessary recommendations for school improvement needed to support increased student achievement.

Upcoming Community Assessment Team Meeting Dates

- February 1, 2018 – Lake Forest Elementary School
- April 5, 2018 – Northwestern Middle School
- June, 2018 – Lake Forest Elementary School

The aforementioned CAT meetings were designed to incorporate a multitude of perspectives from stakeholders that are invested in the turnaround planning and support at Lake Forest Elementary school. The leadership at Lake Forest invited members of their school's Advisory Council, Parent Teacher Association (PTA/PTSA), Duval Teachers Union (DTU) representatives, Shared Decision Making team representatives, school-based booster and alumni organizations, business partners, faith-based partners, and several non-profit representatives to serve as active members of the district's Community Assessment Team. Additionally, the school's identified CAT Representatives also participate in on-going Community Stakeholder meetings to review progress monitoring data. Below are the dates, of additional Status of the School meetings that the Leadership team at Lake Forest held sever in an effort to continue the school specific dialogue necessary for increasing student achievement at Lake Forest Elementary School:

LAKE FOREST ELEMENTARY

Cassandra Thomas, Principal

Community/Stakeholder Meetings:

- August 11, 2017 - SAC: State of the School
 - Members Orientation/School Status
- August 24, 2017 – SAC/PTA - School Opening Meeting
 - Use of Title I Funding
 - Faculty Staffing and Professional Support plans
- September 9, 2017 - SAC: State of the School Update Meeting
 - Baseline Data Review
- October 25, 2017 CAT Meeting @ Northwestern Middle
- November 2, 2017 - SAC: School Updates
- November 28, 2017 – Status of the School Update and TOP Plan Review

Future Community/Stakeholder Meeting Dates:

- December 19, 2017@ Lake Forest Elementary School
- January 30, 2018@ Lake Forest Elementary School
- February 27, 2018@ Lake Forest Elementary School
- April 24, 2018@ Lake Forest Elementary School
- May 29, 2018@ Lake Forest Elementary School

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Lake Forest Community Assessment Team Representatives:

- Cassandra Thomas, School Principal
- Andrea Willis, Assistant Principal
- Cheryl Hearn, Reading Coach
- Roger Hammond, Math Coach
 - SAC Chair: Stanley McAllister
 - PTA President: Hakeya Johnson
 - Faith Based Partner: HouseHold of Faith
 - Non-Profit: Communities in School/AmeriCorps/Team-UP
 - DTU: Avis Horne
 - Business Partners: Wells Fargo, Walmart, Johnson and Johnson
 - District Turnaround Region Support Team

Item 2: Rationale for the turnaround option(s) selected.

The Duval County School Board and the District’s Leadership Team, along with recommendations from our community assessment team members, have full confidence that the current leadership at Lake Forest Elementary school, under the direct guidance and support of the District’s Turnaround Region, will earn the necessary grade of “C” during the 2017 -2018 school year. Since the 2014 -2015 school year, when the school earned a total of 112 points and thereby received a letter grade of “D,” Lake Forest Elementary has consistently demonstrated a gain in performance while being supported through the District’s Managed Turnaround (DMT) plan as reflected in the below chart.

2014-15			2015-16			2016-17		
Points Earned	Percent of Total Points	School Grade	Points Earned	Percent of Total Points	School Grade	Points Earned	Percent of Total Points	School Grade
112	37%	D	234	33%	D	264	38%	D

School Leadership anticipates, with the current systems of support, a continuation of increased student achievement for the 2018 school year resulting in making the grade.

Although confident in the current support systems and leadership at Lake Forest Elementary, the district has elected the External Operator (EO) Option for the 2018 -2019 school year if current leadership fails to make the grade of “C” or higher for the 2017 – 2018 school year. Additionally, in order to meet the areas of Assurance agreed upon with the selection of an EO for the upcoming school year, the District has initiated the first phase of its comprehensive task-oriented timeline for preparing all stakeholders in transitioning operations to a contracted External Operator.

As we begin our review of available organizations for contract consideration, the district will continue to monitor and support Lake Forest with our Turnaround Region support systems. Our confidence in the leadership team and current supports will also contribute to our external operator contract negotiations. The District’s goal is to not only support the school’s leadership in making or exceeding the necessary grade of “C” or higher, but continue to extended support by the inclusion of a supporting partnership clause within the selected EO’s contract of support in the event the school does in fact earn the grade of “C” or higher. This continuation of support will increase the stability and continuity of academic supports necessary for continued student growth in achievement.

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Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

District Capacity and Support

Assurance 1: Contracting with External Organization:

Adhering to all currently adopted district policies and procedures for contracting with external service providers, Duval County Public Schools, through a request for information process, is currently seeking to enter a contract with an external organization that has a proven track record of success in turning around an elementary school similar to Lake Forest Elementary and the community of students it serves. The district will establish a timeline of procedures that will support a contracted agreement to be presented, reviewed, and signed by the School Board on or before January 31, 2018 and to begin initial transitional management planning prior to the start of the 2017 – 2018 school year.

Additionally, District Leadership will request each organization that submits a request for consideration for external operation to also submit a proposed partnership plan in the event that the school does earn or exceeds the grade of “C” in the 2017-2018 school year. Each presented partnership plan should include the organizations framework for partnering with the district to provide school leadership, teachers, and other school staff with coaching, monitoring, and professional development necessary for developing sustainable strategies and systems that foster a “transformative mindset” within every stakeholder. Through a partnered approach, the school, partnering organization, and the district will work to continue the supports and rigorous efforts. needed to maintain school and student academic success.

Assurance 2: Selecting a successful Organization:

All interested parties that submit a request for consideration and meet the minimum criteria of prior success in supporting and increasing student achievement and school academic performance in high-poverty, inner-city, low performing elementary and/or secondary schools will be invited to present and expound upon their methods for full school operational management. The areas to be addressed during each presentation will include but will not be limited to the following: school leadership, instructional and non-instructional staffing, curriculum and instruction, assessments, professional development, facilities management, and other areas identified by the District’s Executive leadership and other stakeholders, along with any pertinent areas identified within the School Board’s policies and procedures for contract negotiation.

A tentative timeline, with deliverable milestones of processes necessary for contract creation, school board review and consideration, and final signed agreement of contracted External Operator services is outlined below:

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EO: Area of Assurance	Objective	Milestone /Next Steps	Goal	Projected Completion Date
Area(s): 1, 2	Identify education management organizations to operate the school	Create a request for information based upon current board adopted policies and procedures for contracting with external providers	To identify 3 -5 organizations with proven effectiveness with turnaround school management.	Week of 11/20/2017
Area # 1	Contact Potential organizations with request for presentations and organizational framework	Establish a review committee and timeline for group presentations of proposed organizations	To have the district executive leadership and other key stakeholders review all submitted external operators proposals for service	Week of 11/27/2017
Area(s): 1, 2	Committee Presentation Review of Proposed Service Providers	Establish a rubric for committee standards of review	To select 1- 2 organizations for deeper contract negotiation and potential recommendations to Board for Review	Week of 12/4/2017
Area(s): 1, 2	Identify selected external management organization for contracted service recommendation to Board for review	Engage in formal contract negotiation with selected provider	Present proposed contract service provider with scope of work to Board for Review and discussion	Week of 12/11/17
Area(s): 1, 2	Make Recommendation to School Board for Approval of Contract with identified External Operator for the school.	Create Board Agenda item to include a proposed scope of work for EO contracted services.	Request Board review and approval to enter into contract service agreement with the selected external operator	Week of 1/09/2018

Assurance 3: Instructional Staff

School Capacity

The Current Principal for Lake Forest Elementary School is Mrs. Cassandra Thomas. Mrs. Thomas has been a dedicated leader in Turnaround and Transformational Schools. She has over 8 years of experience as an administrator. Seven of those years were in Turnaround Schools. Mrs. Thomas holds a Master’s Degree in Educational Leadership with six certifications and gifted endorsement. She has completed the Duval County’s Leadership Development Program which led to the certification of School Principals at all

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levels. She has also completed 2 of the 5 reading endorsement classes pursuing Reading Endorsement so that she is more equipped to address the literacy needs of students. Mrs. Thomas has been an administrator in both secondary and elementary, high-performing and lower performing schools.

Mrs. Thomas’s familiarity with the Differentiated Accountability process, working within high-poverty, low performing schools at both the elementary and secondary level, along with her past experiences as a school based mathematics coach made her an ideal candidate for the role of Principal at Lake Forest Elementary School Under her leadership, the school increased 5 percentage points in overall student achievement in one year.

For the 2017 – 2018 school year, Lake Forest Elementary School’s principal is under the direct supervision and support of the re-envisioned Turnaround Region. The Turnaround Region is supported by a Region Superintendent and two Executive Directors with a proven track record of increasing student and adult outcomes, an Executive Director for teaching and learning support, and a comprehensive instructional support team which includes: content specific curriculum specialist in the areas of reading/language arts, mathematics, science, social science, and data analysis; a culture & climate support team that includes a social worker, truancy officer; and a positive behavior specialist.

The school’s principal, Mrs. Thomas, meets weekly with region leadership, all whom have demonstrated success turning around similar schools. These meetings provide opportunities to glean insight and mentoring regarding best practices in educational leadership. The district provides continuous support in culture and climate, organizational leadership, and academic data analysis through the Turnaround Office and the Office of Curriculum & Instruction. Ongoing action plans that include timelines and quantitative evidence to determine success have been developed and monitored by the Chief of Schools, Chief Academic Officer, Turnaround Region Superintendent and the Executive Director of School Improvement. The District has also acquired the services of Turnaround Solutions, Inc. to provide consistent shoulder to shoulder coaching support from a highly-skilled retired veteran Mentor Principal, one with proven success in turning around challenged secondary schools. DCPS leadership is confident that enhancements to our Turnaround Region support team, inclusion of additional school level support systems, along with the shoulder to shoulder coaching support from a Principal Mentor that Mrs. Thomas and her academic leadership team will produce the appropriate gains this school year.

Although Duval County Public Schools has confidence in the current administration, DCPS is also committed to assuring that the contracted External Operator has full operational control to screen, select, and hire the school’s 2018 – 2019 administration, in the event the school fails to make the necessary grade of “C.” Additionally, if the school does earn the necessary grade, the district will collaborate, through a contracted partnership with the selected EO, to continue to develop and strengthen the leadership qualities of the current administration at Lake Forest Elementary.

Educators

Currently for the 2017 -2018 school year, teachers at Lake Forest Elementary are all being provided professional development and coaching support on how to effectively deliver standards based instruction that affords students the opportunity to understand and articulate the purpose for learning each lesson. The District has contracted with TNTP and other vendors to provide a series of professional development sessions focused on standards based instruction that is aligned to the District’s adopted curriculum for reading and mathematics. This is a direct response to the lack of standards based instruction in the past and a decline in student proficiency in the areas of reading, writing, mathematics, and science. In addition,

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coaching plans have been developed for specific teachers based on data collected from classroom walk-throughs during the instructional review. These plans contain specific action steps and timelines to include quantitative evidence that the plan is having a positive impact on delivery of instruction and student achievement. Coaching plans are monitored by both district specialists and state representatives on a weekly basis and revised as needed.

If the school earns a grade of “C” or higher, the district will continue to provide the aforementioned support through its contracted partnership with the selected external operating organization for the 2018 -2019 school year in an effort to continue to develop and strengthen teacher best practices for high-quality, standards-based instruction.

If the school fails to earn the necessary grade, Duval County Public Schools Chief Human Resource Officer and staff will work to reassign instructional staff and leadership currently assigned to Lake Forest Elementary School. Additionally, District human resource staff will begin a transitional staffing process of surrendering all staffing operational authority over to the EO for the instructional time periods articulated within the Board agreed upon contract for educational management services. All staffing at Lake Forest Elementary shall be transitioned to the contracted External Operator within the allocated timeframe as set forth in the executed agreement between the School Board and the EO to ensure that Lake Forest Elementary School is fully staffed prior to the first day of the 2018 – 2019 school year.

Additionally, pursuant to Section 1012.2315(2)(a), Florida Statutes, District human resource staff will ensure that no teacher with a classification of “needs improvement” or “unsatisfactory”. while also working with that all teachers rehired are deemed effective or highly effective based upon the district’s approved evaluation system, pursuant to section 1012.34, F.S.

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B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school’s needs assessment.

- 1. Assessments
- 2. Instructional Programs
- 3. Differentiated Instruction
- 4. School Leadership
- 5. Increased Learning Time

Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

District leadership understands that the contracted External Operating organization selected may select to address other areas than those previously targeted to address internal systemic barriers while addressing the instructional and leadership needs of the school if the school fails to earn the necessary grade during the 2017 – 2018.

In the interim, the District is currently implementing and monitoring the following strategies at Lake Forest Elementary School:

Assessments

The progress monitoring assessment data (provided by Saxon Phonics for Reading, Achieve 3000, iReady Reading and Mathematics, and other district interim assessments) will set the instructional focus and

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inform instructional practices at the school. The District’s framework for excellent instruction is guiding school leadership and all content area teachers, along with intervention support staff, in making real-time data driven decisions necessary for continued improvement during the 2017 -2018 school year. The strategies include but are not limited to the following:

- District Content Directors are designing and presenting interactive learning sessions that will dive school leadership deeper into grade level and content specific standards and instructional implications revealed through data analysis.
- Turnaround Region content area specialist are providing job-embedded professional learning community sessions and trainings in effective use of intervention tools to build and support small group differentiated instruction that addresses each of the school’s targeted student populations (Proficient, Approaching, Below) in increasing grade level proficiency.
- Major emphasis has been on maintaining and increasing grade level reading, math, and science proficiency in both bottom quartile and overall grade level performance indicators.
- Turnaround Region Data Analyst are collaboratively conducting quarterly data meetings with the school’s leadership team, collectively with content area teachers, to identify key areas of needed support in order to assist intervention staff in providing effective tiers of support specific to meeting individual student growth area needs.

The aforementioned strategies, along with ongoing student achievement data review processes, are providing Lake Forest’s administration and Turnaround Region support staff with information that can be used to offer additional support and/or resources as needed.

Differentiated Instruction

The research *Taking Deeper Learning to Scale* by Pedro Noguera concluded that student achievement would be enhanced if school districts and states focused on the need to expand access to deeper learning as a primary equity challenge. Research has shown that developing higher order thinking and skills, such as analytical writing, research, and problem solving, may be the key to increasing college readiness and providing students with greater access to high-wage jobs. DCPS recognizes that such an effort is especially important for students in low performing schools, and anticipates better learning experiences for students by improving instructor effectiveness overall.

These students must have access to high-quality instruction. To this end, the school district has implemented four major strategies to identify, recruit, retain and incentivize instructional personnel at Lake Forest Elementary School:

Strategy 1: Enhanced staff recruitment and development - The district will continue to recruit instructional staff locally, regionally and nationally to work at Lake Forest Elementary School. To ensure that additional necessary professional development is made available to the teachers of Lake Forest.

Strategy 2: Targeted incentives - Instructional staff who demonstrated effective or highly effective instruction, as defined in the district’s approved evaluation system and agreed to remain at Lake Forest School for 2 consecutive school years, were eligible to receive a recruitment/retention incentive. These incentives are conditioned on staff attending professional development on providing differentiated instruction and other best practices that directly support an increase in student achievement. Professional development shall be tiered based on the need of individual school staff. Eligibility for additional performance bonuses shall be made available for all instructional and administrative staff based on the overall increase of the school’s accountability grade.

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Strategy 3: Attracting high quality teachers - A District Open Transfer Initiative, which waived current minimum experience requirements required for teachers to transfer internally to Lake Forest Elementary as conducted this school year. This initiative allowed school administration to interview and retain effective and highly effective teachers, experienced in providing differentiated instruction, in non-Turnaround school settings, to teach at Lake Forest Elementary and thereby increased opportunities for internal transfers and making teachers these eligible for retention and performance incentives.

Leadership

Duval County Public Schools has re-envisioned the instructional leadership support for administrators implementing a state approved District Managed Turnaround (DMT) plan. The current district Turnaround Region Leadership was selected because of their demonstrated success in creating effective administrative systems that supported an increase in school academic improvement, community and parental involvement, as well as establishing a culture and climate that was conducive to transforming previous failing schools. Additionally, the principal at Lake Forest is receiving support through a contracted partnership with Turnaround Solutions, Inc. Mrs. Thomas is being provided peer coaching and support on a weekly basis from an experienced turnaround principal with a proven track work of success.

Connecting Rigorous Content to Instructional Practices - The school principal and leadership team are being guided through school specific professional coaching sessions on best practices and methods for creating school wide systems for improvement that are sustainable and supportive of student learning needs through a partnership with TNTP. Additional professional development sessions are also being tailored to specific school leadership professional practices needs as determined by the Region Superintendent. The intent of these sessions is to guide the school leader at Lake Forest in establishing and sustaining school-wide systems for accountable practices to foster a greater sense of urgency and commitment from all school stakeholders.

Change Facilitator Teams: A Team Approach to Leading System Change - Making systemic change can be hard. Effectively leading change requires moving from the notion that formal leaders must be the all-encompassing facilitator for the change. Through the District's contracted services with Turnaround Solutions Inc., and TNTP Lake Forest Elementary school's leadership team is receiving guidance in a step by step process in developing a plan of action that builds and structures the change needed to support school improvement. The school's leadership team is learning about what research suggests it takes to facilitate change in a secondary system including the creation of change facilitation teams, the different change facilitator roles on that team, and how to effectively implement their school improvement plan to ensure collective responsibility for a successful change effort.



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Duval County Public Schools: Northwestern Middle School

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Northwestern Middle School #161551

External Operator

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

Under the guidance of the Superintendent, the Chief of Schools, Chief Academic Officer, Turnaround Regional Superintendent, content area executive directors, and other key district staff there was collaboration with Northwestern Middle School’s principal, leadership team, teachers, staff, parents, community partners, and all other stakeholders who are essential to the success of the students at each of our schools supported by the Turnaround Region. Through a comprehensive 8 Step Problem Solving process, district community assessment team, staff, school administration, members of each school’s advisory council, and other community stakeholders (identified below), reviewed both qualitative and quantitative data which encompassed all available state, district, and school level data to identify root causes of barriers to student learning, teacher retention, and/or the daily learning environment at each of our identified comprehensive support & improvement schools in order to make informed recommendations for any next steps needed to foster sustainable instructional practices:

Northwestern Middle School Data Profile:

Comprehensive Support & Improvement Schools Grade Profiles:

School	School Year		
	Grade & Total Points*		
	2017	2016	2015
Northwestern Middle School	D 361	D 315	D [145]

School	Must be a C or higher by	Points needed to earn C	Percentage Points to earn C	TOP Status	Notes on TOP	TOP 3 Plans
<i>Northwestern Middle</i>	End of year 2018	4	1	Year 3-Hybrid	Continuation of 2016-17 plan	NA

Northwestern Middle State and District Progress Monitoring Data

Test/ Grade Level	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
FSA ELA						
6	19	13%	29	16%	28	15%
7	25	20%	19	12%	32	19%
8	28	26%	28	22%	31	18%

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FSA Math						
6	17	11%	26	14%	36	19%
7	42	32%	28	17%	41	24%
8	38	38%	54	42%	36	23%
Science						
8	37	30%	31	24%	37	21%
FSA EOCs						
Algebra 1	10	100%	9	100%	19	95%
Civics	69	57%	90	57%	95	59%
Achieve 3000						
6	4	3%	3	2%	8	4%
7	0	0%	5	3%	9	5%
8	8	8%	10	8%	11	6%
iReady Math						
6	30	21%	38	20%	53	28%
7	37	30%	23	14%	28	17%
8	32	28%	32	26%	11	9%

Northwestern Middle Early Warning Indicators:

Data Area	2014-15	2015-16	2016-17
2 or More Years Behind	36	66	52
6	19	29	18
7	11	21	21
8	6	16	13
Attendance			
Percent Present	96.40%	91.70%	
Average Daily Attendance	416	484	
Discipline			
Class I	1057	1596	2048
Class II	1725	1903	1685
Class III	59	89	79
Class IV	7	0	1
Suspension			
ISSP	1009	1017	1254
OSSP	679	1238	785
ATOSS	2	32	233
Stability	89.9	87.7	

On Wednesday, October 25, 2017, a district Community Assessment Team (CAT) meeting was held at Northwestern Middle School as well as on Thursday, November 9, 2017 at Matthew Gilbert Middle School to discuss the aforementioned data and to collect additional community input on next steps needed for the district schools in year 2 of implementing a District Managed Turnaround (DMT) plan. Northwestern Middle School as one of the District’s 3 schools in year 2 of District Managed Turnaround (DMT) Implementation, had



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extensive representation from stakeholders that support and advise their individual School improvement process. The CAT team reviewed each of the proposed turnaround plan options available for selection during the 2018 – 2019 school year and held highly engaged discussions focused on potential community impact of options available; the necessary assurances required for each of the three remaining turnaround options, and current strategies in place to support schools increasing student achievement this school year.

Below is a list of identified community stakeholders who were invited to engage in the District’s problem solving process as representative members on the Community Assessment Team (CAT) for 2017 - 2018. The district’s remaining quarterly CAT meetings were planned to provide a forum whereby full community perspectives could be collected and represented in any necessary recommendations for school improvement needed to support increased student achievement.

Upcoming Community Assessment Team Meeting Dates

- February 1, 2018 – Northwestern Middle School
- April 5, 2018 – Northwestern Middle School
- June, 2018 – Northwestern Middle School

The aforementioned CAT meetings will continue to be conducted in order to fully incorporate a multitude of perspectives from stakeholders that are invested in the turnaround planning and support of Northwestern Middle School’s students, staff, administration, and community. The leadership at Northwestern invited members of their school’s Advisory Council, Parent Teacher Association (PTA/PTSA), Duval Teachers Union (DTU) representatives, Shared Decision Making team representatives, school-based booster and alumni organizations, business partners of each school, faith-based partners, and several non-profit representatives to serve as active members of the district’s Community Assessment Team.

NORTHWESTERN MIDDLE SCHOOL

Shawn Platts, Principal

Upcoming Meeting Dates:

- November 9, 2017 @ 6p.m. @ Northwestern (Cafeteria)
- December 14, 2017 @ 6p.m. @ Northwestern (Cafeteria)
- January 18, 2018 @ 6p.m. @ Northwestern (Cafeteria)
- February 22, 2018 @ 6p.m. @ Northwestern (Cafeteria)

Northwestern Middle School Community Assessment Team Representatives:

- Shawn Platts, School Principal
- Jamie Christopher, Assistant Principal
- Amanda Marion, Reading Coach
- Robert Baldwin, Math Coach
 - SAC Chair – Gale Nelson
 - Faith Based Partner – St. Andrews Missionary Baptist Church
 - Non-Profit – Communities in Schools, Team-Up
 - DTU – (building elections in process)
 - Business Partners – City Year, AmeriCorp, United Way and affiliated Organizations
 - District Turnaround Region Support Team

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Item 2: Rationale for the turnaround option(s) selected.

The Duval County School Board and the District’s Leadership Team, along with recommendations from our community assessment team members, have full confidence that the current leadership at Northwestern Middle school, under the direct guidance and support of the District’s Turnaround Region, will earn the necessary grade of “C” during the 2017 -2018 school year. Since the 2014 -2015 school year, when the school earned a total of 145 points and thereby received a letter grade of “F,” Northwestern has consistently demonstrated a gain in performance while being supported through the District’s Managed Turnaround (DMT) plan as reflected in the below chart.

2014-15			2015-16			2016-17		
Points Earned	Percent of Total Points	School Grade	Points Earned	Percent of Total Points	School Grade	Points Earned	Percent of Total Points	School Grade
145	29%	F	315	35%	D	361	40%	D

School Leadership anticipates, with the current systems of support, a continuation of increased student achievement for the 2018 school year resulting in making the grade.

Although confident in the current support systems and leadership at Northwestern Middle School, the district has elected the External Operator (EO) Option for the 2018 -2019 school year if current leadership fails to make the grade of “C” or higher for the 2017 – 2018 school year. Additionally, in order to meet the areas of Assurance agreed upon with the selection of an EO for the upcoming school year, the District has initiated the first phase of its comprehensive task-oriented timeline for preparing all stakeholders in transitioning operations to a contracted External Operator.

As we begin our review of available organizations for contract consideration, the district will continue to monitor and support Northwestern with our Turnaround Region support systems. Our confidence in the leadership team and current supports will also contribute to our external operator contract negotiations. The District’s goal is to not only support the school’s leadership in making or exceeding the necessary grade of “C” or higher, but continue to extended support by the inclusion of a supporting partnership clause within the selected EO’s contract of support in the event the school does in fact earn the grade of “C” or higher. This continuation of support will increase the stability and continuity of academic supports necessary for continued student growth in achievement.

Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

District Capacity and Support

Assurance 1: Contracting with External Organization:
Adhering to all currently adopted district policies and procedures for contracting with external service providers, Duval County Public Schools, through a request for information process, is currently seeking to enter a contract with an external organization that has a proven track record of success in turning around a

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Middle school similar to Northwestern Middle and the community of students it serves. The district will establish a timeline of procedures that will support a contracted agreement to be presented, reviewed, and signed by the School Board on or before January 31, 2018 and to begin initial transitional management planning prior to the start of the 2017 – 2018 school year.

Additionally, District Leadership will request each organization that submits a request for consideration for external operation to also submit a proposed partnership plan in the event that the school does earn or exceeds the grade of “C” in the 2017-2018 school year. Each presented partnership plan should include the organizations framework for partnering with the district to provide school leadership, teachers, and other school staff with coaching, monitoring, and professional development necessary for developing sustainable strategies and systems that foster a “transformative mindset” within every stakeholder. Through a partnered approach, the school, partnering organization, and the district will work to continue the supports and rigorous efforts needed to maintain school and student academic success.

Assurance 2: Selecting a successful Organization:

All interested parties that submit a request for consideration and meet the minimum criteria of prior success in supporting and increasing student achievement and school academic performance in high-poverty, inner-city, low performing elementary and/or secondary schools will be invited to present and expound upon their methods for full school operational management. The areas to be addressed during each presentation will include but will not be limited to the following: school leadership, instructional and non-instructional staffing, curriculum and instruction, assessments, professional development, facilities management, and other areas identified by the District’s Executive leadership and other stakeholders, along with any pertinent areas identified within the School Board’s policies and procedures for contract negotiation.

A tentative timeline, with deliverable milestones of processes necessary for contract creation, school board review and consideration, and final signed agreement of contracted External Operator services is outlined below:

EO: Area of Assurance	Objective	Milestone /Next Steps	Goal	Projected Completion Date
Area(s): 1, 2	Identify education management organizations to operate the school	Create a request for information based upon current board adopted policies and procedures for contracting with external providers	To identify 3 -5 organizations with proven effectiveness with turnaround school management.	Week of 11/20/2017
Area # 1	Contact Potential organizations with request for presentations and organizational framework	Establish a review committee and timeline for group presentations of proposed organizations	To have the district executive leadership and other key stakeholders review all submitted external operators proposals for service	Week of 11/27/2017

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Area(s): 1, 2	Committee Presentation Review of Proposed Service Providers	Establish a rubric for committee standards of review	To select 1- 2 organizations for deeper contract negotiation and potential recommendations to Board for Review	Week of 12/4/2017
Area(s): 1, 2	Identify selected external management organization for contracted service recommendation to Board for review	Engage in formal contract negotiation with selected provider	Present proposed contract service provider with scope of work to Board for Review and discussion	Week of 12/11/17
Area(s): 1, 2	Make Recommendation to School Board for Approval of Contract with identified External Operator for the school.	Create Board Agenda item to include a proposed scope of work for EO contracted services.	Request Board review and approval to enter into contract service agreement with the selected external operator	Week of 1/09/2018

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Assurance 3: Instructional Staff

School Capacity

The Current Principal for Northwestern Middle School is Mr. Shawn Platts. Mr. Platts has been a dedicated leader in Turnaround and Transformational Schools as both an Assistant Principal and Principal. He has 5 years of experience as an administrator with the majority of those years spent serving in either a Title I or Turnaround school. Mr. Platts holds a Master’s Degree in Educational Leadership with certification at all levels. Additionally, Mr. Platts has completed Duval County’s Principal Leadership Academy and several other professional development seminars in the areas of instructional leadership.

Mr. Platt’s past experiences as an educator in a high poverty learning environment along with his background knowledge of providing instruction and leadership support in schools implementing Differentiated Accountability plans made him an ideal candidate for the role of Principal at Northwestern Middle School. Under his leadership, Northwestern increased 5 percentage points in overall student achievement in one year.

For the 2017 – 2018 school year, Northwestern Middle School’s principal has been placed under the direct supervision and support of the re-envisioned Turnaround Region Superintendent. The Turnaround Region is further supported by two Executive Directors of Principal Leadership, both with proven track records of increasing student and adult outcomes, and an Executive Director for teaching and learning support, along with a comprehensive instructional support team. The instructional team consist of content specific curriculum specialist in the areas of reading/language arts, mathematics, science, social science, and data

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analysis; a culture & climate support team that includes a social worker, truancy officer; and a positive behavior specialist.

Mr. Platts meets weekly with region leadership and has real time access to guidance as the Regional Turnaround office is housed on the campus of Northwestern. Mr. Platt’s Regional guidance meetings provide opportunities to glean insight and mentoring regarding best practices in educational leadership. The district provides continuous support in culture and climate, organizational leadership, and academic data analysis through the Turnaround Office and the Office of Curriculum & Instruction. Ongoing action plans that include timelines and quantitative evidence to determine success have been developed and monitored by the Chief of Schools, Chief Academic Officer, Turnaround Region Superintendent and the Executive Director of School Improvement. The District has also acquired the services of Turnaround Solutions, Inc. to provide consistent shoulder to shoulder coaching support from a highly-skilled retired veteran Mentor Principal, one with proven success in turning around challenged secondary schools. DCPS leadership is confident that enhancements to our Turnaround Region support team, inclusion of additional school level support systems, along with the shoulder to shoulder coaching support from a Principal Mentor that Mrs. Thomas and her academic leadership team will produce the appropriate gains this school year.

Although Duval County Public Schools has confidence in the current administration, DCPS is also committed to assuring that the contracted External Operator has full operational control to screen, select, and hire the school’s 2018 – 2019 administration, in the event the school fails to make the necessary grade of “C.” Additionally, if the school does earn the necessary grade, the district will collaborate, through a contracted partnership with the selected EO, to continue to develop and strengthen the leadership qualities of the current administration at Northwestern Middle School.

Educators

Currently for the 2017 -2018 school year, teachers at Northwestern Middle School are all being provided professional development and coaching support on how to effectively deliver standards based instruction that affords students the opportunity to understand and articulate the purpose for learning each lesson. The District has contracted with Instructional Partners, Inc., TNTP, and others to provide a series of professional development sessions focused on standards based instruction, effective reading strategies, and understanding the instructional shifts embedded within the ELA and Math Florida Standards. All sessions are aligned to the District’s adopted curriculum for reading and mathematics. This is a direct response to the lack of standards based instruction in the past and a decline in student proficiency in the areas of reading, math, and civics. In addition, coaching plans have been developed for specific teachers based on data collected from classroom walk-throughs during the instructional review. These plans contain specific action steps and timelines to include quantitative evidence that the plan is having a positive impact on delivery of instruction and student achievement. Coaching plans are monitored by both district specialists and state representatives on a weekly basis and revised as needed.

If the school earns a grade of “C” or higher, the district will continue to provide the aforementioned support through its contracted partnership with the selected external operating organization for the 2018 -2019 school year in an effort to continue to develop and strengthen teacher best practices for high-quality, standards-based instruction.

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If the school fails to earn the necessary grade, Duval County Public Schools Chief Human Resource Officer and staff will work to reassign instructional staff and leadership currently assigned to Northwestern Middle School. Additionally, District human resource staff will begin a transitional staffing process of surrendering all staffing operational authority over to the EO for the instructional time periods articulated within the Board agreed upon contract for educational management services. All staffing at Northwestern shall be transitioned to the contracted External Operator within the allocated timeframe as set forth in the executed agreement between the School Board and the EO to ensure that Northwestern Middle School is fully staffed prior to the first day of the 2018 – 2019 school year.

Additionally, pursuant to Section 1012.2315(2)(a), Florida Statutes, District human resource staff will ensure that no teacher with a classification of “needs improvement” or “unsatisfactory”. while also working with that all teachers rehired are deemed effective or highly effective based upon the district’s approved evaluation system, pursuant to section 1012.34, F.S.

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B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school’s needs assessment.

- 1. Assessments
- 2. Instructional Programs
- 3. Differentiated Instruction
- 4. School Leadership
- 5. Increased Learning Time

Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

District leadership understands that the contracted External Operating organization selected may select to address other areas than those previously targeted to address internal systemic barriers while addressing the instructional and leadership needs of the school if the school fails to earn the necessary grade during the 2017 – 2018.

In the interim, the District is currently implementing and monitoring the following strategies at Northwestern Middle School.

Assessments

The progress monitoring assessment data (provided by Achieve 3000, iReady Mathematics, and other district interim assessments) will set the instructional focus and inform instructional practices at the school. The District’s framework for excellent instruction is guiding school leadership and all content area teachers, along with intervention support staff, in making real-time data driven decisions necessary for

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continued improvement during the 2017 -2018 school year. The strategies include but are not limited to the following:

- District Content Directors are designing and presenting interactive learning sessions that will dive school leadership deeper into grade level and content specific standards and instructional implications revealed through data analysis.
- Turnaround Region content area specialist are providing job-embedded professional learning community sessions and trainings in effective use of intervention tools to build and support small group differentiated instruction that addresses each of the school’s targeted student populations (Proficient, Approaching, Below) in increasing grade level proficiency.
- Major emphasis has been on maintaining and increasing grade level reading, math, and science proficiency in both bottom quartile and overall grade level performance indicators.
- Turnaround Region Data Analyst are collaboratively conducting quarterly data meetings with the school’s leadership team, collectively with content area teachers, to identify key areas of needed support in order to assist intervention staff in providing effective tiers of support specific to meeting individual student growth area needs.

The aforementioned strategies, along with ongoing student achievement data review processes, are providing Northwestern’s administration and Turnaround Region support staff with information that can be used to offer additional support and/or resources as needed.

Differentiated Instruction

The research *Taking Deeper Learning to Scale* by Pedro Noguera concluded that student achievement would be enhanced if school districts and states focused on the need to expand access to deeper learning as a primary equity challenge. Research has shown that developing higher order thinking and skills, such as analytical writing, research, and problem solving, may be the key to increasing college readiness and providing students with greater access to high-wage jobs. DCPS recognizes that such an effort is especially important for students in low performing schools, and anticipates better learning experiences for students by improving instructor effectiveness overall.

These students must have access to high-quality instruction. To this end, the school district has implemented four major strategies to identify, recruit, retain and incentivize instructional personnel at Northwestern Middle School:

Strategy 1: Enhanced staff recruitment and development - The district will continue to recruit instructional staff locally, regionally and nationally to work at Northwestern Middle School. To ensure that additional necessary professional development is made available to the teachers of Northwestern.

Strategy 2: Targeted incentives - Instructional staff who demonstrated effective or highly effective instruction, as defined in the district’s approved evaluation system and agreed to remain at Northwestern Middle School for 2 consecutive school years, were eligible to receive a recruitment/retention incentive. These incentives are conditioned on staff attending professional development on providing differentiated instruction and other best practices that directly support an increase in student achievement. Professional development shall be tiered based on the need of individual school staff. Eligibility for additional performance bonuses shall be made available for all instructional and administrative staff based on the overall increase of the school’s accountability grade.

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Strategy 3: Attracting high quality teachers - A District Open Transfer Initiative, which waived current minimum experience requirements required for teachers to transfer internally to Northwestern Middle was conducted this school year. This initiative allowed school administration to interview and retain effective and highly effective teachers, experienced in providing differentiated instruction, in non-Turnaround school settings, to teach at Northwestern Middle and thereby increased opportunities for internal transfers and making teachers these eligible for retention and performance incentives.

Leadership

Duval County Public Schools has re-envisioned the instructional leadership support for administrators implementing a state approved District Managed Turnaround (DMT) plan. The current district Turnaround Region Leadership was selected because of their demonstrated success in creating effective administrative systems that supported an increase in school academic improvement, community and parental involvement, as well as establishing a culture and climate that was conducive to transforming pervious failing schools. Additionally, the principal at Northwestern is receiving support through a contracted partnership with Turnaround Solutions, Inc. Mr. Platts is being provided peer coaching and support on a weekly basis from an experienced turnaround principal with a proven track work of success.

Connecting Rigorous Content to Instructional Practices - The school principal and leadership team are being guided through school specific professional coaching sessions on best practices and methods for creating school wide systems for improvement that are sustainable and supportive of student learning needs through a partnership with TNTP. Additional professional development sessions are also being tailored to specific school leadership professional practices needs as determined by the Region Superintendent. The intent of these sessions is to guide the school leader at Northwestern in establishing and sustaining effective systems for implementing accountable practices that foster a greater sense of urgency and commitment from all school stakeholders.

Change Facilitator Teams: A Team Approach to Leading System Change - Making systemic change can be hard. Effectively leading change requires moving from the notion that formal leaders must be the all-encompassing facilitator for the change. Through the District's contracted services with Turnaround Solutions Inc., and TNTP Northwestern Middle school's leadership team is receiving guidance in a step by step process in developing a plan of action that builds and structures the change needed to support school improvement. The school's leadership team is learning about what research suggests it takes to facilitate change in a secondary system including the creation of change facilitation teams, the different change facilitator roles on that team, and how to effectively implement their school improvement plan to ensure collective responsibility for a successful change effort.



Dr. Patricia S. Willis
Superintendent

1701 Prudential Drive | Jacksonville, FL 32207
904.390.2115 | Fax 904.390.2586
willisp@duvalschools.org | www.duvalschools.org

May 15, 2018

Executive Director Ramsey,

Please accept this letter and detailed responses as demonstrated evidence of Duval County Public Schools' adherence to section 1008.33(4)(b), Florida Statutes which states "the district must contract with an outside entity that has a demonstrated record of effectiveness to operate a school", as well as the assurances articulated in the district's 2018-2019 Turnaround Option Plans (TOP), submitted on behalf of Lake Forest Elementary, Northwestern Middle, and Matthew Gilbert Middle Schools.

Adhering to all currently adopted district policies and procedures for contracting with external service providers, Duval County Public Schools, through a request for information process and a fact finding committee, researched external providers that had a proven track record of success in turning around elementary and/or middle schools similar to Lake Forest Elementary, Matthew Gilbert Middle School, Northwestern Middle School and the community of students they serve. This process began with establishing a timeline that would support the guidelines from FLDOE that the contracted external operator would be well positioned to assume the transition of all operational management and instructional oversight of the identified schools, in the event that any/or all of the three schools failed to earn the necessary grade of "C" or higher, at the end of the 2017-2018 school year.

Below you will find our detailed responses to the questions presented in the Florida Department of Education memorandum dated April 23, 2018.

Provide the outside entity/external operator's evidence of a demonstrated record of effectiveness per statutory requirement.

Educational Directions, Inc. ("Educational Directions") presented data from eleven Florida schools for review along with other documentation of their demonstrated record as evidence of their record of prior effectiveness. While not all schools served had identical demographics to our identified TOP schools, more than ninety percent of the schools supported by Educational Directions demonstrated improved academic performance in multiple school grade components. More specifically, one hundred percent of the schools improved in science, social studies, and middle school acceleration. Additionally, data presented reflected improvements in the math bottom quartile.

Educational Directions presented data which demonstrated marked increases in school performance of ninety percent or higher in seven out of twelve measured accountability areas. Under this company's management, the percentage of total points improved for all eleven schools. Ten of the eleven school grades, or ninety-one percent, showed improvement of at least one letter grade. Of the schools

reviewed, each of their school accountability grades improved to a C or higher with two schools achieving the grade of “A”.

In trying to find strong comparative data in schools which have been supported by Educational Directions subgroup enrollment data were analyzed to find similar school populations and barriers to learning. Westwood Middle School and Palmetto Elementary School in Polk County are the two schools with the closest demographics to Lake Forest, Matthew Gilbert, and Northwestern. Westwood Middle School is comparable in size and percent of students with disabilities to Gilbert and Northwestern. Palmetto Elementary School is similar to Lake Forest in size, percent of minority students, FRL students, and students with disabilities. Westwood showed growth in two-thirds of all areas of their school grade calculation from 2015-16 to 2016-17. Palmetto ES showed growth in all areas of their school grade calculation. With Duval County Public Schools having two middle schools that may require an external provider, it was very important that our external operator had demonstrated evidence of effectiveness with similar grade configurations. Educational Directions was able to not only provide evidence with elementary school success, but they were also able to provide evidence of success with middle schools which accounted for five of the eleven schools managed by Educational Directions, INC.

Explain the role of the outside entity/external operator in the recruitment, selection, and placement, of instructional personnel with proven experience and capacity to service students who may need intensive remediation and instruction. Include specific information about the external operator’s authority in this area.

The district has entered into an agreement with Educational Directions as an external operator under the district’s Turnaround Option Plan for the identified schools. The agreement provides in pertinent part that primary management of personnel, to include selection, placement and evaluation of school-based *instructional (emphasis added)*, administrative and support staff shall be provided by the Contractor. The contract further requires that all school staff will be selected through an interview protocol established by the external operator. The language specifically excludes from eligibility, any teacher with end of year state VAM data or overall summative evaluation in the Developing, Needs Improvement or Unsatisfactory range.

The district is committed to providing Educational Directions with all allowable performance and personnel information available for current employees needed to ensure that the school’s instructional personnel, as selected by Education Directions, have proven experiences of providing services to students requiring intensive remedial instruction. At a minimum, such data shall include: allowable individual teacher evaluation data and other pertinent personnel records. To assist with ensuring a sufficient applicant pool, the district has entered into an agreement with the bargaining agent for instructional personnel to be provided retention and varied performance incentives. Performance values range from \$2,000 - \$5,000 annually and an additional \$2,000 retention incentive is available to existing employees, selected by Educational Directions to remain at the current school.

The District’s Human Resources staff shall continue to provide operational services such as processing of applicants, verification of proper certification and conducting statutory background and reference checks to facilitate the onboarding or transfer of personnel at the school. Educational Directions has been provided access to all scheduled district recruiting activities, including annual transfer fairs and local hiring events. Such access allows the provider access to applicants pre-screened for certification eligibility by the district and extended interview times for TOP schools. To

further assist with staffing needs, minimum experience requirement for internal candidates have been waived to allow transfer of candidates selected by Education Directions.

Explain the role of the outside entity/external operator in the recruitment, selection, placement, training and oversight of the school leadership team, including specific information about the external operator's authority in these areas. Provide evidence the school leadership team has a proven record of success in turnaround schools and the qualifications to support the students served.

The agreement between the District and Educational Directions provides in pertinent part that primary management of personnel, to include selection, placement and evaluation of school-based instructional, *administrative (emphasis added)* and support staff shall be provided by the Contractor. The contract further requires that all school staff will be selected through an interview protocol established by the external operator.

The district is committed to providing Educational Directions with all allowable performance and personnel information available for current employees needed to ensure that the school's leadership team, as selected by Education Directions, has a demonstrated record of success in turnaround schools. At a minimum, such data shall include: school performance data from current and prior school(s) lead by the candidate, comparative performance data for like schools, school stakeholder survey data and personnel records. This information should be used by the provider to create a profile for a preferred candidate for each school. The District's Human Resources staff shall continue to provide operational services such as processing of applicants, verification of proper certification and conducting statutory background and reference checks to facilitate the onboarding or transfer of personnel at the school.

The district will collaborate with the external provider to develop mutually agreeable characteristics for the leadership team. Characteristics should include, but not be limited to, prior experience as a school leader in a turnaround school, record of academic performance in all measurable/assessed content areas, demonstrated effectiveness with improving school culture, evidence of implementation of strategies to address early warning indicators (such as attendance, discipline, suspensions, etc.) and experience with stakeholder engagement.

As part of the initial assessment of each school by Educational Directions, contracted staff have worked collaboratively with current school leaders to review current professional learning opportunities being provided through district and school trainings. Additionally, staff have been afforded an opportunity to provide input regarding desired professional development for the upcoming year. The 2017-2018 state and district performance data will be used to finalize professional development offerings for the upcoming year. Such training shall be differentiated for each school based on the school's individual need and faculty/staff composition. In order to allow instructional and administrative staff time to analyze year end data and prepare for the upcoming year, each school has been allocated up to five (5) additional workdays prior to the beginning of the school year for implementation of site-based professional development to be managed and implemented by the contractor.

If the district had a partnership with the outside entity/external operator, explain the difference in the proposed services changing from a partnership to an operator.

Although Duval County Public Schools has engaged in partnership and contracted services in previous years with Educational Directions, DCPS was not currently partnering or contracting services with Educational Directions prior to our signed contract agreement submitted to BSI as a component of our Turnaround Option Plans for 2018-2019 school year.

Provide a detailed budget for the contracted amount with the outside entity/external operator.

The financial impact and budgeted scope of work with Educational Directions includes the following:

Phase I: Spring, 2018 - \$65,950 per school, not to exceed \$197,850 for all three schools for analysis, planning, and mobilization.

Phase II: Summer 2018 - Not to exceed \$32,550 per school, not to exceed \$97,650 for all three schools for external operator management services.

Phase III: Summer 2018 through Summer 2019 - Not to exceed \$242,500 per school, not to exceed \$727,500 for all three schools for external operator management services.

Maximum Agreement will not exceed \$341,000 per school for a maximum potential cost of \$1,023,000.

Education Directions Phase I –III Scope of Work and Timeline

Phase I - Initial School Assessment. Contractor will complete a comprehensive needs assessment (“Needs Assessment”) for the School. The Needs Assessment will include all available state, district, and School level current and historical data to identify root causes of barriers to student learning, teacher retention, and/or the daily learning environment. Additionally, a review of personnel data, leadership, current staffing allocation, funding (federal, state and other funds), instruction, curriculum, academic intervention systems, professional learning communities, data teams, common planning, instructional coaching, and the student assessment process will occur.

The needs assessment will also review all centralized District supports to the School, students, staff, and community which includes but is not limited to areas such as budget, facilities, supplies, maintenance, food service, transportation, IT infrastructure and resources. An additional component of the Needs Assessment will involve an on-site analysis will be conducted to identify comprehensive support and improvement needs of the School in the five essential areas necessary for increasing overall student achievement. This Needs Assessment will form the basis for the 2018-19 School Plan.

<u>Timelines</u>	<u>Phase</u>	<u>Description</u>	<u>Deliverable(s)</u>	<u>Dates of Service</u>	<u>Cost</u>
February 15 – May 31, 2018	Phase I	Needs Assessment/Comprehensive review and documents.	Executive summary will be provided to the District Leadership Team demonstrating analysis of all provided records and recommendations and propose strategies for implementation.	June 2018 presentation to Executive Leadership of Findings.	\$65,950 (\$32,975 invoiced no earlier than February 15, 2018 for purposes of Contractor’s mobilization for Phase I, and \$32,975 invoiced no earlier than May 31)
		Needs Assessment/Onsite Analysis	Executive Summary of Analysis to include: <ul style="list-style-type: none"> ▪ Summary of Areas Observed ▪ Proposed Staffing Report ▪ Review of School-Systems (and proposed recommendations) ▪ Programs ▪ Use of Resources ▪ Community/Family Engagement ▪ School Environment ▪ Instructional Systems ▪ Curriculum ▪ Resources and Materials 	Weeks of April 23 – Aprils 27 th and April 30 – May 4 th . Half day and full-day Area observations of the following: <ul style="list-style-type: none"> ▪ School Environment ▪ Current Programs ▪ Instructional Systems ▪ Daily Operational Systems (Note: No teacher, student, or parent contact outside of observation of practices school administration only from 4/23 – 4/4.)	

<u>Timelines</u>	<u>Phase</u>	<u>Description</u>	<u>Deliverable(s)</u>	<u>Dates of Service</u>	<u>Cost</u>
				<p>Onsite Focus Groups with staff and faculty. Week of May 14 – 18th.</p> <p>May 15th CAT Meeting Introductions of EO to stakeholders</p>	
		Needs Assessment/Report of Initial Findings and presentation of comprehensive School Operational Plan	<p>Operational plan for 2018-2019. The operational plan shall include the following planned processes and/or procedures for:</p> <ul style="list-style-type: none"> • Staffing plan and agenda for school site visits (include the number of days set aside in the plan; • Master Schedule and academic instructional plan which identifies specific strategies to be used as key levers in making data decisions to support changes in instructional practices, school culture, community engagement and effective resource management specific to literacy, mathematics, 	<p>May 15, 2018 Teacher Transfer Fair Participation with HR</p>	

<u>Timelines</u>	<u>Phase</u>	<u>Description</u>	<u>Deliverable(s)</u>	<u>Dates of Service</u>	<u>Cost</u>
			<p>sciences, social studies, and other instructional courses being offered during the 2018 – 2019 school year;</p> <ul style="list-style-type: none"> • Professional Development Plan: the plan will detail specific trainings for the School leadership and instructional staff; • Assessment and Progress Monitoring: description of the system for planning, reviewing/ monitoring student learning outcomes, developing teacher best practices, implementing teacher coaching plans, analyzing School instructional/ climate data; and plan for communicating student academic performance to parents. <p>Presentation to the School Board and District Leadership Team</p>		

<u>Timelines</u>	<u>Phase</u>	<u>Description</u>	<u>Deliverable(s)</u>	<u>Dates of Service</u>	<u>Cost</u>
June 1 – July 15 2018	Phase II	Identification and Selection of Personnel; Leadership Development and Strategic Planning	Final Staffing Plan with detailed Roster, Summary of Recruitment Efforts and Materials, and Leadership Professional Development Agendas and School Improvement Plan; Community Engagement Plan	June 8, 2018 Recruitment Fair Participation with HR	\$32,550 (\$16,275 invoiced no earlier than June 1, 2018 for purposes of Contractor’s mobilization for Phase II, and \$16,275 invoiced no earlier than July 15, 2018)
July 16 – Aug 12, 2018	Phase III (Period 1)	Contractor assumes full operation of School systems.	State Reporting as required for external operators, and providing the District a detailed executive report providing updates and next steps on the following areas but not limited to: <ul style="list-style-type: none"> • Current Staffing Status (Full Roster) • Student FTE data • Projected student enrollment to include Spring 2018 State Assessment Data • Early Return teacher and Staff Professional Development Agenda and 	Turnaround Leadership Development training July Staff Early Return August 1 st thru August 3 rd . IT and Budget and HR Access and training to internal systems if necessary for identified schools (Cocker-Daniel; Begley/Fagan)	\$40,000 (\$20,000 invoiced no earlier than July 16, 2018 for purposes of Contractor’s mobilization for Phase III, and \$20,000 invoiced no earlier than August 12, 2018)

<u>Timelines</u>	<u>Phase</u>	<u>Description</u>	<u>Deliverable(s)</u>	<u>Dates of Service</u>	<u>Cost</u>
			supporting documentation <ul style="list-style-type: none"> • Family/Parent Engagement Event Agendas 		
July 1 – Aug 10, 2018	Phase III (Part B)	Partnership Contract Negotiations	In the event the school earns a grade of “C” or higher, contracted partnership of support would finalize for Phase III implementation of services.	Tentative Board Agenda item, August 7 th	TBD
Aug 13 – Oct 15, 2018	Phase III (Period 2)	Quarter 1 Analysis	State Reporting as required for external operators, and providing the District a detailed executive report providing updates and next steps on the following areas but not limited to: <ul style="list-style-type: none"> • Staffing (Positions and vacancies) • Student FTE data • Discipline • Grade Distribution • Assessment Data for Core subjects • Professional Development agendas and supporting documents • Observational data on instructional staff 		\$45,000 (Invoice dated no earlier than Oct. 15, 2018)

