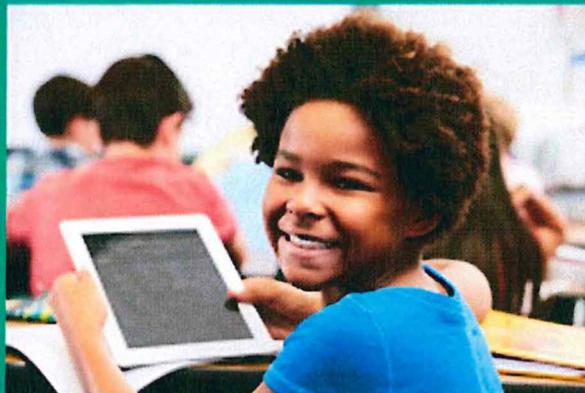
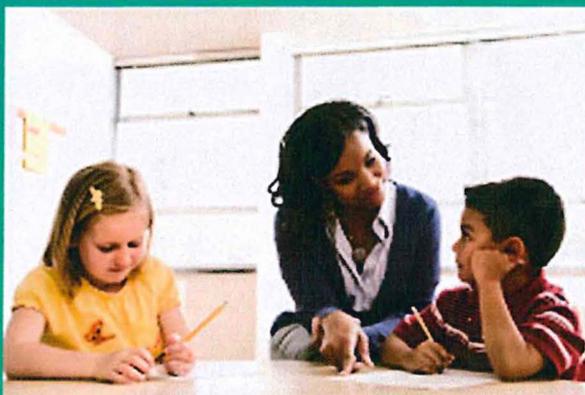




FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



**TOP-1**



## **Turnaround Option Plan—Step 1(TOP-1)**

### **3-Options**

1. Closure
2. Charter
3. External Operator

[Marion]  
[Evergreen Elementary School]

*Due: September 1 for Cycle 1 or November 1 for Cycle 2-4*

Form Number TOP-1, 3-Options, incorporated in Rule 6A-1.099811, F.A.C., effective October 2019

## Turnaround Option Plan—Step 1 (TOP-1) 3-Options

### Purpose

The purpose of this document is to guide districts to plan for the implementation of one of the three turnaround options (Closure, Charter or External Operator) to improve the school's grade to a "C" or higher.

### Directions

Districts shall complete this Step 1 form for each school that has selected one of the three turnaround options (Closure, Charter or External Operator). This completed form must be signed by the superintendent or authorized representative and emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org), no later than September 1 if one of these three options is Cycle 1 or November 1 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-1.

### School

In the box below, identify the name and MSID number of the school that will be supported through the turnaround option plan.

School Name/ MSID Number
Evergreen Elementary School / 581

### Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance, and make recommendations for school improvement. Include a list of names and affiliation of CAT members. The Regional Executive Director (RED) or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the turnaround option plan, as well as scheduled meetings that will be held during implementation of the plan.

#### Names and affiliation of CAT members:

- District: Ashley Kemp – Principal, Rometha Gilmore – Assistant Principal, Nicholas Weston – Assistant Principal, Melissa Kinard – Area Director, Tara Huls – Director, Early Learning and Turnaround Schools, Heidi Maier – Superintendent, Dr. Jonathan Grantham – Assistant Superintendent
- External Operator: Jayne Ellspermann - External Operator
- BSI: Dustin Sims – Regional Executive Director, Sandy Brusca – Assistant Regional Executive Director

**Dates of CAT meetings (held and upcoming meetings):** September 17, 2019, November 4, 2019, January 21, 2020, April 21, 2020

## Turnaround Option Plan—Step 1 (TOP-1) 3-Options

### What school data was analyzed?

#### September 17:

- School grades (breaking out ELA, Math, Science by achievement, gains, and bottom 25% as applicable) from 2016-17 through 2018-19 and staff goals for 2019-2020,
- Monthly average attendance and student discipline data

#### November 4: Data related to School Improvement Plan Goals

- ELA – QSMA 1<sup>st</sup> quarter data, comparing last year to current year and cohort growth
- Math - QSMA 1<sup>st</sup> quarter data, comparing last year to current year and cohort growth
- Science - QSMA 1<sup>st</sup> quarter data, comparing last year to current year and cohort growth Referrals and Attendance data comparison to quarter 1 last year

### Identified causes of low performance:

#### September 17:

- 95% of the students began the grade level one or two years behind which contributed to the low proficiency rates.
- Student attendance also contributed to the drop in reading proficiency.
- The reading proficiency has decreased over time with the increase of absences and students not mastering the grade level standards.
- Reading proficiency is directly aligned to the Science proficiency rate.

### Recommendations for school improvement:

#### September 17:

- Providing standards-based instruction to all students through *highly effective instructional practices* to increase student reading proficiency & learning gains in all grade levels while maintaining a focus on the Big Question.
- Improve classroom & school climate to decrease the number of discipline referrals.
- Providing standards-based instruction to all students through highly effective instructional practices to increase student math/science proficiency & learning gains in all grade levels while maintaining a focus on the Big Question.

### Other information:

#### November 4:

- Community involvement
- Mentoring program
- Student featured, speaking about why she loves and chose Evergreen

## Needs Assessment

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

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

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

## Turnaround Option Plan—Step 1 (TOP-1) 3-Options

### 3. Positive Culture and Environment

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

District data trends, as shown by improvement of school grades and reducing the number of schools in turnaround status show attention to school and student needs calibrated more efficiently over time.

For the past three years Evergreen Elementary School has had a school grade of D. For the 2018-2019 school year the school was 2 points away from earning a C and the school improved in five of the seven areas for school grade, as outlined in further detail later within this plan.

School	Grade	Year	ELA Achievement	ELA Learning Gains	ELA Learning Gains-Lowest 25%	Math Achievement	Math Learning Gains	Math Learning Gains-Lowest 25%	Science Achievement	Total Points Earned	% of Total Possible Points	% Tested
Evergreen Elementary	D	2019	22	42	55	33	54	47	23	276	39	99
	D	2018	35	37	33	30	38	34	35	242	35	97

Additionally, QSMA data for quarter 1 shows that Evergreen is off to a good start for 2019-2020, particularly when looking at the cohort gains indicated on the second table below with green boxes.

#### ELA

Grade Level	QSMA 1 2018	QSMA 1 2019	District QSMA 1 2019
3 <sup>rd</sup>	43	41	53
4 <sup>th</sup>	38	46	55
5 <sup>th</sup>	56	54	60

#### Math

Grade Level	QSMA 1 2018	QSMA 1 2019	District QSMA 1 2019
3 <sup>rd</sup>	36	40	51
4 <sup>th</sup>	28	36	52
5 <sup>th</sup>	39	47	55

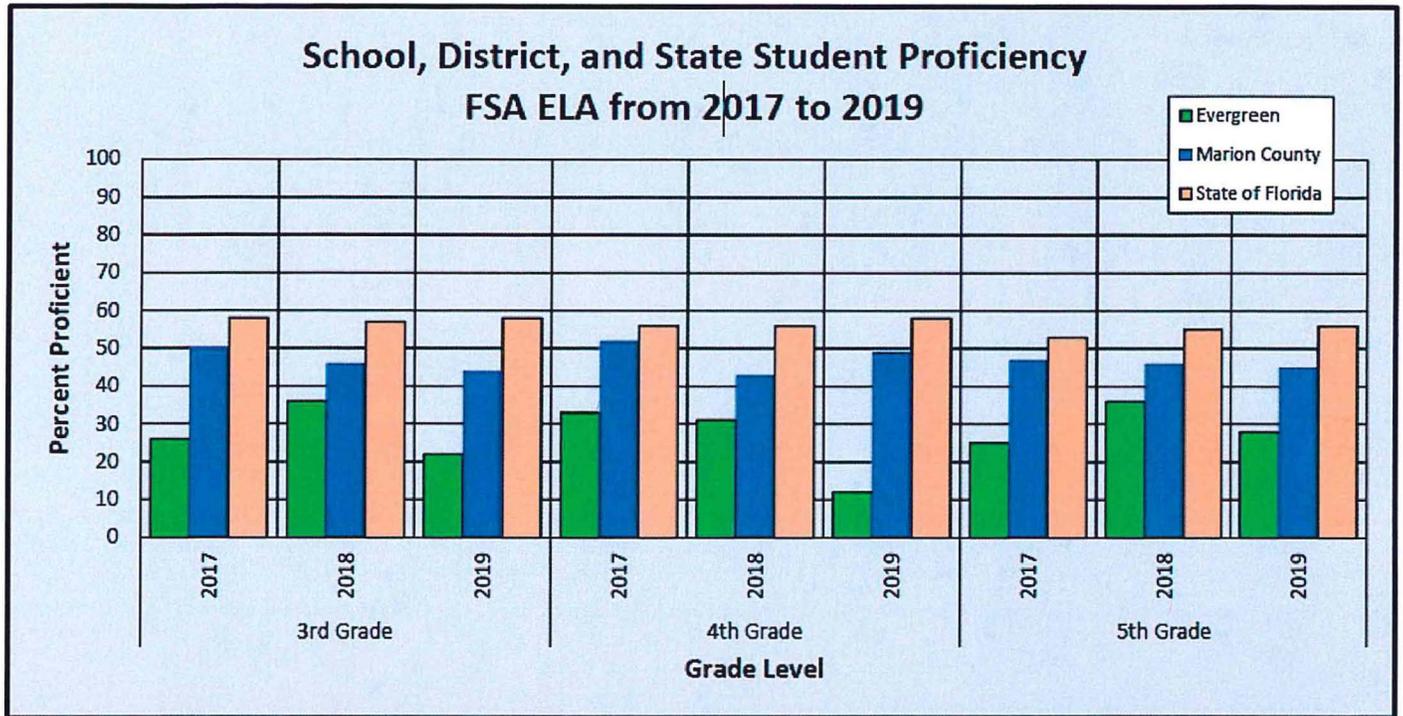
#### Science

Grade Level	QSMA 1 2018	QSMA 1 2019	District QSMA 1 2019
3 <sup>rd</sup>	38	46	54
4 <sup>th</sup>	39	47	59
5 <sup>th</sup>	50	48	56

The next pages outline three-year data trends for English Language Arts, Math, and Science comparing Evergreen year by year alongside district and state data.

Turnaround Option Plan—Step 1 (TOP-1)  
3-Options

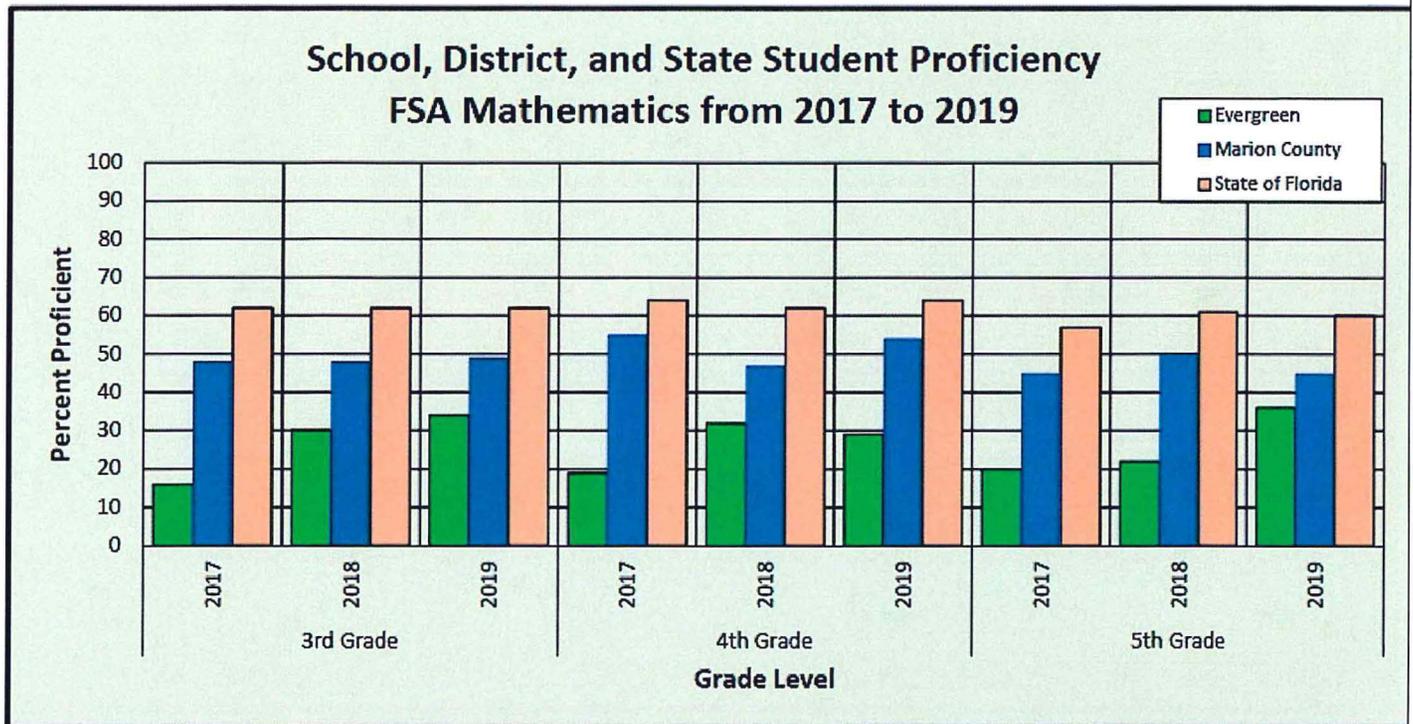
English Language Arts FSA Three-year Data Trends – Evergreen, Marion, State



FSA ELA by Grade Level							
		Evergreen		Marion County		State of Florida	
		Percent Proficient	Change from previous year	Percent Proficient	Change from previous year	Percent Proficient	Change from previous year
3rd Grade	2017	26	+7	50	+5	58	+4
	2018	36	+10	46	-4	57	-1
	<b>2019</b>	<b>22</b>	<b>-14</b>	<b>44</b>	<b>-2</b>	<b>58</b>	<b>+1</b>
4th Grade	2017	33	+6	52	+7	56	+4
	2018	31	-2	43	-9	56	0
	<b>2019</b>	<b>12</b>	<b>-19</b>	<b>49</b>	<b>+6</b>	<b>58</b>	<b>+2</b>
5th Grade	2017	25	+7	47	+2	53	+1
	2018	36	+11	46	-1	55	+2
	<b>2019</b>	<b>28</b>	<b>-8</b>	<b>45</b>	<b>-1</b>	<b>56</b>	<b>+1</b>

Turnaround Option Plan—Step 1 (TOP-1)  
3-Options

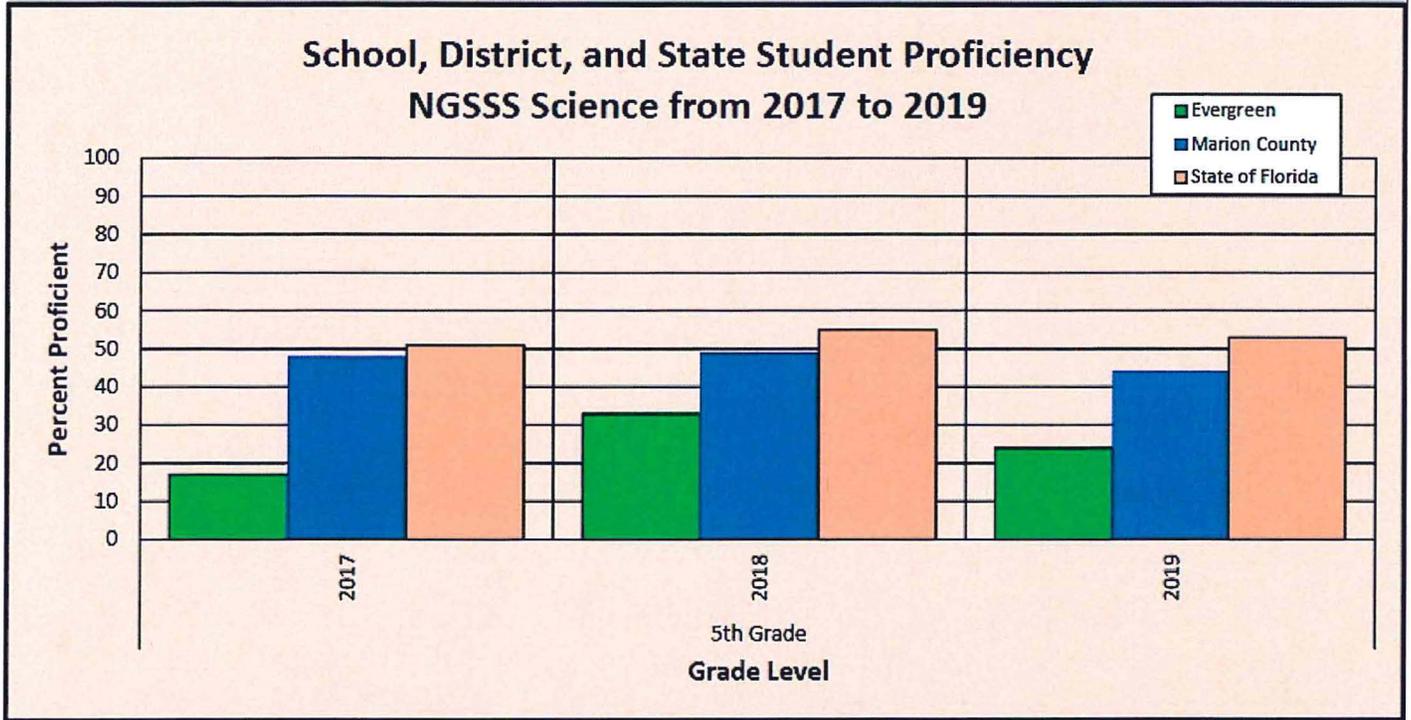
Math FSA Three-Year Data Trends – Evergreen, Marion, State



		FSA Math by Grade Level					
		Evergreen		Marion County		State of Florida	
		Percent Proficient	Change from previous year	Percent Proficient	Change from previous year	Percent Proficient	Change from previous year
3rd Grade	2017	16	+1	48	-1	62	+1
	2018	30	+14	48	0	62	0
	2019	34	+4	49	+1	62	0
4th Grade	2017	19	-11	55	+7	64	+5
	2018	32	+13	47	-8	62	-2
	2019	29	-3	54	+7	64	+2
5th Grade	2017	20	+2	45	+4	57	+2
	2018	22	+2	50	+5	61	+4
	2019	36	+14	45	-5	60	-1

**Turnaround Option Plan—Step 1 (TOP-1)  
3-Options**

**Science NGSSS Three-Year Data Trends – Evergreen, Marion, State**



NGSSS Science by Grade Level							
		Evergreen		Marion County		State of Florida	
		Percent Proficient	Change from previous year	Percent Proficient	Change from previous year	Percent Proficient	Change from previous year
5th Grade	2017	17	+1	48	+1	51	0
	2018	33	+16	49	+1	55	+4
	2019	24	-9	44	-5	53	-2

## Turnaround Option Plan—Step 1 (TOP-1) 3-Options

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

An external operator was brought in for the 2018-2019 school year. In July 2019, the State Board of Education rejected the district's plan to continue with the external operator, and therefore, the district selected a different external operator for the 2019-2020 school year. This gave a very short window before the 2019-2020 school year began.

The new external operator for the 2019-2020 school year replaced the principal and entire leadership team. The principal has a proven record of turning around low performing schools. In her previous assignment she brought a school from an F to a C in one school year. The leadership team is comprised of leaders who have extensive experience in working in turnaround schools and schools with similar demographics. There are two assistant principals, two deans, and three instructional coaches.

All instructional staff with state VAMs of Needs Improvement or Unsatisfactory were replaced and teachers with Effective or Highly Effective state VAMs were recruited to the school. The district worked with the external operator on the recruitment and replacement of the instructional staff so that all positions were filled by the start of school. The district is providing recruitment and retention bonuses to attract Effective and Highly Effective teachers to Evergreen Elementary School.

The external operator works with the school leadership to provide professional development and coaching for the leadership team as well as the instructional team. In the first quarter there has been an emphasis on highly effective, standards based instructional practices. The leadership team was trained in student centered, standards-based coaching. Instructional coaches were deployed with the support of the administrators to implement identified coaching plans. The administrative staff is providing teachers with feedback on highly effective instructional practices through a program provided by the external operator.

Collaborative planning is scheduled three days a week for all teachers. Tuesday the focus is ELA, Wednesday the focus is Math, and Thursday the focus is Science. Teachers gather in grade level teams with administrators and instructional coaches to review data from the previous week and plan standards-based instruction for the upcoming week. There is also a weekly Faculty Focus for all instructional staff where school wide data is shared along with professional development and celebrations of positive activities around the school.

The external operator team has an active presence in the school participating in planning, weekly walkthroughs, professional development, coaching the leadership team and instructional coaches, analyzing data, and working extensively with the principal to ensure fidelity of implementation, monitoring, and strategic shifts as necessary to maintain positive momentum. Communication and collaboration are the foundation for the work at Evergreen Elementary School.

To improve the culture and environment, Restorative Practices have been introduced to support instruction and provide an alternative to punitive practices in working with students. Intentional instruction on expected behaviors has been introduced as part of daily morning meetings. School leadership has also been instrumental in sharing daily positive messages. The leadership team along with volunteers have a weekly lunch bunch with targeted students to improve communication and positive culture.

**Turnaround Option Plan—Step 1 (TOP-1)**  
**3-Options**

Community involvement has had a positive impact on school culture and environment. Members from the Junior League are supporting the school and a new mentoring program with fire department volunteers has laid the foundation for a lasting impact on the students learning and overall positive outlook on the future.

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

We are monitoring our strategies to ensure fidelity of implementation and looking for opportunities to improve. It is critical for the positive culture and environment of this school community to have the opportunity to continue with the initiatives that were started this year. Another significant change will not be healthy for the students or this school community. The district is requesting a second year, if needed, to work with the current external operator and allow the school to continue on a path of positive culture and an environment of student academic success.

This year's change in external operator took place a week before teachers returned. There was little time to plan for the transition. We were able to transition the leadership team and put the right instructional staff in place. Moving forward it is extremely important to allow this team the opportunity to continue with the plans that have been initiated.

The biggest challenge impeding improvement for the school at this time is the initiatives on hold due to grant funding not yet available. This is an area being studied to determine how to streamline requests, detail required, and any other identified challenges and avoid this in the future.

**Select One Turnaround Option**

Check the box to indicate the turnaround option selected by the district.

**Closure (RC):** Reassign students to another school and monitor the progress of each reassigned student.

**Charter (CH):** Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

*\*\*This decision is made while still gathering further information from BSI about district run charter schools. The Board has scheduled a special work session on January 14, 2020 to discuss the option of a district run charter school.*

**External Operator (EO):** Contract with an outside entity that has a demonstrated record of effectiveness to operate the school.

**Turnaround Option Plan—Step 1 (TOP-1)  
3-Options**

**Selected Turnaround Option Plan Rationale**

In the box below, describe the district’s efforts to engage and involve stakeholders, CAT and the school leadership team in the selection of one of the three turnaround options. Provide the rationale for the selected turnaround option.

The district held this year’s first CAT meeting September 17, 2019. The new EO had been in place for only about seven weeks at that time. Two years ago, the district’s CAT meeting regarding Evergreen solidified the need to take time for listening and important conversations, and a more generous timeline is warranted given the recent change in EO. In order to have a fruitful conversation about potential next steps for Evergreen, additional time was needed in order to strategize, advertise, and create a plan for maximum feedback from a very involved school and larger community at a time when Evergreen is very new in its tenure with a new External Operator, as required by the State Board of Education.

In order to coordinate schedules including necessary district, state, and community stakeholders, the CAT meeting (branded Evergreen Showcase and Community Input Meeting) was held on November 4, 2019, and the online survey was open through November 18, 2019. Paper copies of the survey were accepted from families through Evergreen’s Thanksgiving luncheon on November 21. A total of 145 surveys were received.

<u>Surveys Received</u>	<u>Via Venue/Method</u>
13	Community input meeting (58 attendees on November 4)
39	Returned from students (sent home to all 384 students on November 5 and November 13)
49	Online surveys (Linked from district and school website from November 5 – 18)
44	Thanksgiving lunch (distributed to those attending Thanksgiving lunch on November 21)

Given the unique conditions of Evergreen Elementary School’s turnaround plan status and EO change required by the State Board of Education, the district agreed to send this final TOP-1 plan to BSI on December 4, 2019. This allowed for the CAT meeting, survey collection and review, and discussion of survey results with school board members.

The survey results are found on the table below.

Type of Survey	Surveys Received	Closure/ Reassignment	Charter	Request Extention of EO	Do not request Extension of EO
Paper	96	40	40	67	22
Online	49	19	30	19	30
<b>TOTAL</b>	<b>145</b>	<b>59</b>	<b>70</b>	<b>86</b>	<b>52</b>

These results were discussed at a board work session held on December 3, 2019. The Board discussed options and decided to schedule a special work session for January 14, 2020 to discuss a District Run Charter School. For the purposes of this report and its timely submission, The Superintendent submits this report with the first option for Evergreen, if it does not obtain a grade of “C” or better, as transitioning to a District Run Charter School. It is important to note that this decision may change, depending on the Board’s decision following the January 14, 2020 work session.

**Turnaround Option Plan—Step 1 (TOP-1)  
3-Options**

**Complete only the section for the selected turnaround option.**

The district must agree to ALL of the assurances for the selected turnaround option by checking the corresponding boxes.

**Closure (RC)**

The Board discussed options and decided to schedule a special work session for January 14, 2020 to discuss a District Run Charter School. For the purposes of this report and its timely submission, The Superintendent submits this report with the first option for Evergreen, if it does not obtain a grade of “C” or better, as transitioning to a District Run Charter School. It is important to note that this decision may change, depending on the Board’s decision following the January 14, 2020 work session.

**Assurance 1: Close and Reassign Students**

- The district shall close the school and reassign students to higher-performing schools with a “C” or higher in the district. *A new school does not qualify since it does not have a record of performance.*
- The district shall ensure that students from the closed school are not assigned to instructional personnel who are rated as Unsatisfactory or Needs Improvement based upon both the three-year aggregated state VAM ratings, if applicable, and the district evaluation system.

**Assurance 2: Monitoring Reassigned Students**

- The district shall monitor the reassigned students and report their progress to the department for three years on a quarterly basis. Reports shall include attendance, grades and progress monitoring data aligned to Florida’s Standards, the type of intervention provided to students to address deficiencies (if applicable), as well as the record of all instructional personnel assigned to the students (three-year aggregated state VAM rating, if applicable, and district evaluation rating). The district shall provide quarterly reports to the RED.

**Assurance 3: Reassignment of Instructional Personnel and Administrators**

- The district shall ensure, for the upcoming school year, that instructional personnel rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating are not reassigned to other School Improvement (SI) schools within the district.
- The district shall ensure that administrators from a school closed through selection of this turnaround option are not reassigned at other SI schools within the district.

## Turnaround Option Plan—Step 1 (TOP-1) 3-Options

The district shall ensure that, for the upcoming school year, instructional personnel from the closed school who are rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating are not assigned to:

1. A high school or middle school student who was taught by a classroom teacher rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating for the previous school year in the same subject area.
2. An elementary student who was taught by a classroom teacher rated as Unsatisfactory or Needs Improvement based on the three-year aggregated state VAM rating for the previous school year.

### Charter (CH)

The Board discussed options and decided to schedule a special work session for January 14, 2020 to discuss a District Run Charter School. For the purposes of this report and its timely submission, The Superintendent submits this report with the first option for Evergreen, if it does not obtain a grade of "C" or better, as transitioning to a District Run Charter School. It is important to note that this decision may change, depending on the Board's decision following the January 14, 2020 work session.

#### Assurance 1: Close and Reopen School

The district shall close the school and reopen it as a charter or multiple charters.

#### Assurance 2: Contracting with Charter Organization

The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

#### Assurance 3: Selecting a Successful Organization

The district shall select a charter organization that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics or a charter school with a record of high performance.

#### Assurance 4: Selecting Instructional Staff

The district shall ensure that instructional personnel rated as Unsatisfactory and Needs Improvement based on both the three-year aggregated state VAM rating, if applicable, and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

### External Operator (EO)

The Board discussed options and decided to schedule a special work session for January 14, 2020 to discuss a District Run Charter School. For the purposes of this report and its timely submission, The Superintendent submits this report with the first option for Evergreen, if it does not obtain a grade of "C" or better, as transitioning to a District Run Charter School. It is important to note that this decision may change, depending on the Board's decision following the January 14, 2020 work session.

#### Assurance 1: Selecting a Successful EO

The district shall select an EO that has a record of school improvement in turning around schools that are high-poverty and low-performing with students of similar demographics.

## Turnaround Option Plan—Step 1 (TOP-1) 3-Options

### Assurance 2: Selecting Leadership

The district and the EO shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.

### Assurance 3: Selecting Instructional Staff

The district and the EO shall ensure that instructional personnel rated as Unsatisfactory and Needs Improvement based on both the three-year aggregated state VAM rating, if applicable, and on the district's approved evaluation system, pursuant to section 1012.34, F.S., shall not be staffed at the school.

If the district establishes a district-managed charter school, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.

### Assurance 4: Contracting with the EO

The district shall enter into a contract with an EO to operate the school, following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:

1. Performance indicators to demonstrate that during the term of the contract there will be quantifiable evidence of improvement showing that the school is on track to earn at least a "C" grade within two years and that ties payment to such improvement;
2. The district's authority to terminate or non-renew the contract for a second year should the EO fail to meet the performance indicators or fail to meet its contractual obligations;
3. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional development;
4. EO's record of school improvement and its role in recruitment, selection and placement of instructional personnel and the school leadership team;
5. Where the district has an existing contract with the EO, a detailed provision outlining the new or modified services to be provided by the EO; and
6. A detailed budget with conditions of payment based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes. The contract must include a provision where the final 33% of the contract value may not be paid until and unless the EO demonstrates that the school has achieved at least a "C" grade or that the school has improved by at least four school grade percentage points overall.

### Timelines

The Board discussed options and decided to schedule a special work session for January 14, 2020 to discuss a District Run Charter School. For the purposes of this report and its timely submission, The Superintendent submits this report with the first option for Evergreen, if it does not obtain a grade of "C" or better, as transitioning to a District Run Charter School. It is important to note that this decision may change, depending on the Board's decision following the January 14, 2020 work session.

**Turnaround Option Plan—Step 1 (TOP-1)**  
**3-Options**

**This timeline applies if the district selects RC.**

For Cycle 1, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by October 1.

For Cycle 2-4, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by January 31.

**This timeline applies if the district selects either CH or EO.**

For Cycle 1, the district acknowledges that the plan (TOP-2) and the CH or EO contract is due to the Department by October 1.

For Cycle 2-4, the district acknowledges that the plan (TOP-2) and proposed CH or EO contract are due to the Department by January 31 and the district school board approved CH or EO contract is due to the Department by May 1.

**Request for Extension of Turnaround Plan, Criteria and Due Date**

The Board discussed options and decided to schedule a special work session for January 14, 2020 to discuss a District Run Charter School. For the purposes of this report and its timely submission, The Superintendent submits this report with the first option for Evergreen, if it does not obtain a grade of "C" or better, as transitioning to a District Run Charter School. It is important to note that this decision may change, depending on the Board's decision following the January 14, 2020 work session.

**The district requests additional time to implement its turnaround plan for the following year. The district meets the following conditions and shall provide evidence that the school is likely to improve to a "C" or higher by the end of following school year.**

Upon request from the district, the SBE may grant additional time for the district to implement its current turnaround plan if the following conditions are met:

1. The request is received by the Department on or before November 1 on this form;
2. The request demonstrates that the school has a positive trajectory using the grade components listed in s. 1008.34(3)(b), F.S;
3. The request demonstrates that the SI school has no Unsatisfactory rated instructional personnel and the percentage of Needs Improvement instructional personnel must be at or below the district VAM average where the district has more than five schools, or the state VAM average where the district has five or fewer schools;
4. During the remainder of the implementation of the turnaround plan, the district agrees to staff the school with no Unsatisfactory rated instructional personnel and maintain or improve the school's VAM average, as provided in (15)(a)4.
5. The request includes a description of the services that will be implemented to ensure the sustainability of improvement in the next year and beyond.

In the box below, the district must provide evidence that the school met the above conditions. Explain how the school will improve to a grade of at least a "C" during an extended period of implementation of the turnaround plan. Outline any changes in activities and strategies that will occur should additional time be granted by the SBE.

**Turnaround Option Plan—Step 1 (TOP-1)  
3-Options**

**Acknowledgement**

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

<b>Name and title of person responsible for completion and submission of the TOP-1</b>
Dr. Tara Huls, Director of Early Learning and Turnaround Schools
<b>Contact information: email, phone number</b>
<a href="mailto:Tara.Huls@marion.k12.fl.us">Tara.Huls@marion.k12.fl.us</a> ; 352-671-6844
<b>Date submitted to the Bureau of School Improvement</b>
12-3-2019
<b>Superintendent Signature (or authorized representative)</b>
<i>Heidi Marie</i>