



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



TOP-1



Turnaround Option Plan—Step 1(TOP-1)

3-Options

1. Closure
2. Charter
3. External Operator

Duval County Public Schools
Rutledge H. Pearson Elementary

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

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, 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
Rutledge H. Pearson Elementary School/MSID# 160951

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.

Dr. Diana Greene, Superintendent

Parents/Guardian

Felicia Bridgewater
Charlsetta Hierrezuelo
Michael Willis
John-Curtis Cogdell, Sr,
Latasha Vicars

Community Stakeholder

Hank Rogers
Timothy Sloan
Siottis Jackson

Faith Based/Community Partners

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Felicia Gaines, Faith-Based Partner
Elder Barbara Johnson, Faith-Based Partner

School Leadership/Staff

Carolyn Davis, Master Principal
Lawanda Polydore, Master Principal
Gregory Bostic, Master Principal
Dr. Anna DeWese, Transition Principal
Evan Daniels, Principal
Shana Adams, Principal
Devonne Lampkin, Principal

District Staff

Dr. Dana Kriznar, Deputy Superintendent
Sonita Young, Chief of Staff
Wayne Green, Chief of Schools
Paula Renfro, Chief Academic Officer
Vicki Schultz, Assistant Superintendent of Human Resources
Corey Wright, Assistant Superintendent of Accountability and Assessment
Randall Strickland, Executive Director of Innovation and School Improvement Region
Jacqueline Kelley, Executive Director of School Improvement

State RED

Dustin Sims, Regional Executive Director, Florida Department of Education

Dates of CAT meetings (held and upcoming meetings):

August 29, 2019 @ Duval County School Board Building
October 24, 2019 @ Susie E. Tolbert Elementary School
January 23, 2020 @ Rutledge H. Pearson Elementary School
June 11, 2020 @ Duval County School Board Building

What school data was analyzed?

Through a collaborative approach, the assessment team engaged in a problem-solving review of both qualitative and quantitative data which encompassed Florida State Assessment data and school climate survey data, along with school level data collected during instructional reviews. Rutledge Pearson Elementary School's data was reviewed to identify root causes of any identifiable barriers to student learning. As part of its comprehensive review, the committee researched best practices that resulted in systemic change in similar districts. This research was used to better inform the district's recommendation for the selection of a new turnaround option for the school's plan for improvement. This plan is intended to further support the district's efforts to establish an educational environment conducive to fostering the systemic changes necessary for increased academic achievement for all students.

Identified causes of low performance:

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Findings:

During the 2018-2019 school year, Rutledge Pearson Elementary School experienced increases in student overall academic performance in 4 of 7 measured performance categories with an overall percentage proficiency gain of 21% in the number of points that can be earned on the FSA elementary grade configuration. Unfortunately, Pearson demonstrated a decrease in three (3) of the measured performance categories as well. The loss in achievement in these categories was due in part to an inconsistency in effective standards-based instruction, inconsistent release of instruction to the student to allow for independent demonstration of knowledge, and excessive student tardiness and absences.

Overall, Rutledge H. Pearson's student academic proficiency in ELA Achievement increased by 1%, Math Achievement increased by 3%; with the most significant growth being noted in both Math Learning Gains with a 12% increase in proficiency and with Math Lowest 25th Percentile and its demonstrated 17% increase in achievement. Finally, the Science component demonstrated the lowest performance at 19% proficient followed by the overall ELA Achievement at 24% proficient.

The aforementioned decline in overall academic proficiency coupled with the findings from the *school's 5Essentials* survey that identify a “very weak” relationship between educators and students’ families and “*low expectations*” for the learning environment, created additional barriers that impacted overall school climate, community and family relationships, as well as further contributed to vacillating academic achievement at the school.

Recommendations for school improvement:

Rutledge H. Pearson has demonstrated some success this past school year under the DMT plan as well as some additional small success this current year under the guidance of its Master Principal, Mrs. Carolyn Davis. Duval's Executive leadership team under the direction of the Superintendent of Schools, Dr. Diana Greene and new administrative team has collaborated with the stakeholders to identify and provide a comprehensive level of support at Rutledge H. Pearson. This began with the formation of the leadership team that has worked tirelessly to identify and address the barriers that have challenged the community of students that the school has served for several years. Pearson's Master Principal has demonstrated evidence of successfully transforming underperforming schools, while also creating sustainable strategies necessary for implementing a very strategic plan for whole school improvement efforts to support continued increases in student learning and growth. The Superintendent and the District's Community Assessment Team recommendations for school-wide improvement includes a very comprehensive plan focused on reengaging the families and community stakeholders of Rutledge H. Pearson Elementary.

Other information:

The district CAT and the school's leadership firmly believes that a more consistent partnership within the community is needed to truly reframe the mindset of all stakeholders on the impact of adverse childhood incidents on not just the social and emotional growth of children, but also their ability to come to school ready to learn every day.

Needs Assessment

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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)
3. Positive Culture and Environment

In the box below, describe the methodology used for the need's 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.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district and school levels.

Through a team approach, all stakeholders, under the direction of the Superintendent of Schools, Dr. Diana Greene, engaged in a comprehensive 8 Step Problem Solving process to review both qualitative and quantitative data. The below data reports, along with the school's 5 Essentials and other district utilized Culture and Climate survey reports, were used extensively by the committee to identify root causes of any identifiable barriers to student learning, in order to make informed recommendations for next steps needed to foster sustainable instructional practices.

State FSA Historical Trend Data Reviewed:

Test/Grade level	2016-17		2017-18		2018-2019	
	#	%	#	%	#	%
FSA ELA						
3	131,932	57.8%	126,265	56.9%	124,993	57.6%
4	116,453	55.8%	120,063	55.6%	123,526	58.5%
5	111,783	52.6%	115,691	54.8%	123,109	56.3%
FSA Math						
3	140,716	61.5%	137,533	61.7%	135,131	62.5%
4	133,668	63.6%	134,980	62.1%	134,548	64.0%
5	122,241	57.1%	129,444	60.7%	130,872	59.7%
Science						
5	108,900	51.1%	116,391	54.9%	115,263	52.7%

Duval District FSA Trend Data Reviewed:

Test/Grade level	2016-17		2017-18		2018-19	
	#	%	#	%	#	%
FSA ELA						

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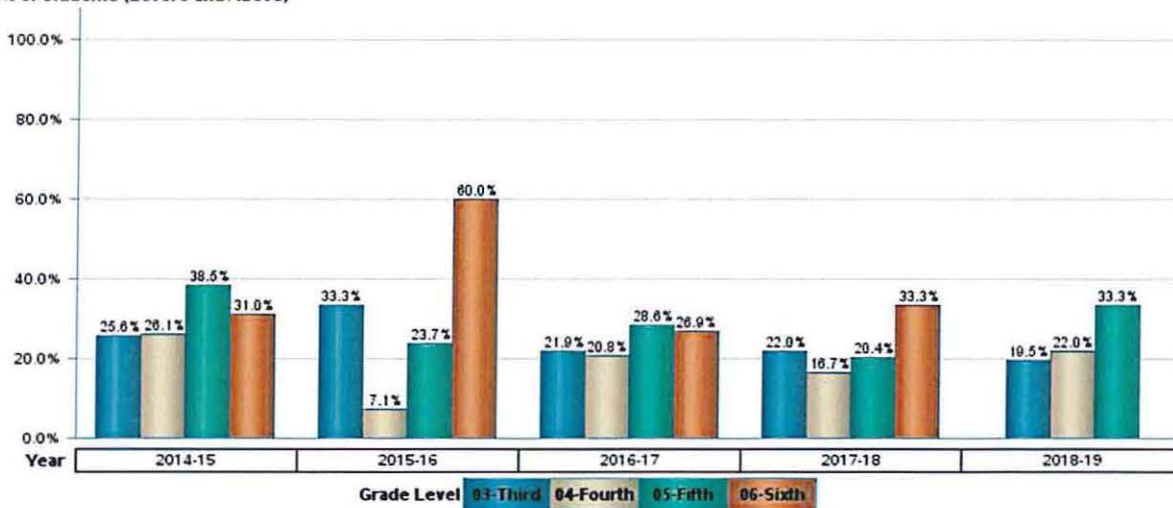
3	5,700	51.3%	5,612	50.3%	5,378	50.8%
4	5,184	51.9%	5,022	49.0%	5,384	52.0%
5	4,777	48.0%	5,010	50.9%	5,119	50.4%
FSA Math						
3	6,900	62.0%	6,656	59.5%	6,454	61.3%
4	6,411	63.7%	6,244	60.2%	6,599	63.6%
5	5,697	56.9%	6,039	60.8%	5,848	57.5%
Science						
5	5,026	50.5%	5,508	55.8%	5,004	49.5%

Rutledge Pearson FSA Trend Data Reviewed:

Test/Grade level	2016-17		2017-18		2018-19	
	#	%	#	%	#	%
FSA ELA						
3	32	21.9%	59	22.0%	41	19.5%
4	48	20.8%	36	16.7%	50	22.0%
5	35	28.6%	49	20.4%	30	33.3%
6	26	26.9%	15	33.3%	*	*
FSA Math						
3	31	51.6%	59	39.0%	40	42.5%
4	49	10.2%	36	30.6%	50	40.0%
5	36	58.3%	49	14.3%	31	29.0%
6	26	42.3%	15	66.7%	*	*
Science						
5	34	35.3%	49	18.4%	29	20.7%

Rutledge Pearson – ELA

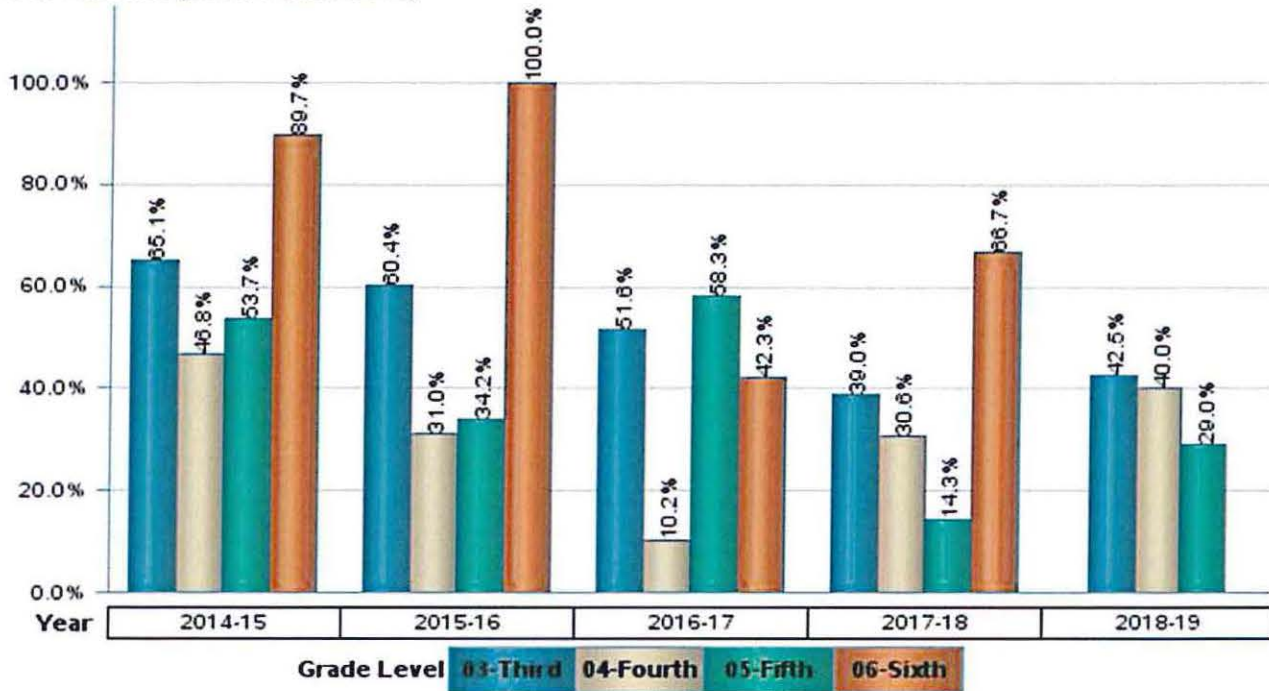
Applied filters: District equal to 16-DUVAL
% of Students (Level 3 and Above)



Rutledge Pearson – Math

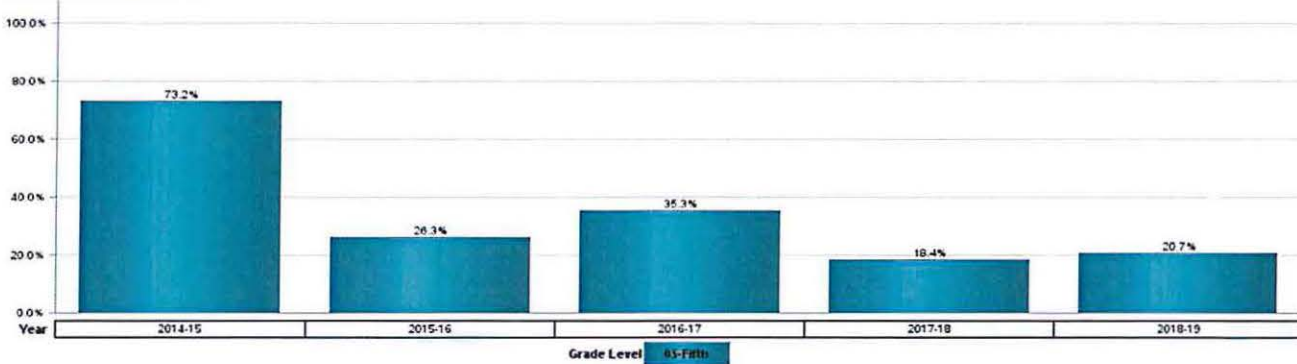
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Applied filters: District equal to 16-DUVAL
% of Students (Level 3 and Above)



Rutledge Pearson – Science

Applied filters: District equal to 16-DUVAL
% of Students (Level 3 and Above)



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5Essentials

2019 Florida 5Essentials / Rutledge H. Pearson Elementary School

Rutledge H. Pearson Elementary School

Primary School (K/PK-5)

4346 Roanoke Boulevard, Jacksonville, FL 32208



5Essentials Survey



Florida Survey



Very Strong Strong Neutral Weak Very Weak No Data Low Response/Not Applicable

For 2019, Rutledge H. Pearson Elementary is **partially organized** for improvement

The overall performance score is comprised of each of the 5Essentials scores. Schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark.

[About the Survey](#)

THE 5ESSENTIALS

How is Rutledge H. Pearson Elementary performing on each of the 5Essentials?

ALL MEASURES

How is Rutledge H. Pearson Elementary performing across all measures?

Survey Response Rates for Rutledge H. Pearson Elementary School

Respondent	Response Rate	(Florida)
Students	79.8%	(70.2%)
Teachers	68.2%	(77.9%)
Parents	12.9%	(23.2%)

5 Essentials – 2 Year Trend Data by Essential














What are these results based on?

This school's overall performance is based on the 5Essentials shown below. Click on each row to learn more about each Essential and its underlying concepts (measures).

The 5Essentials	Change	Performance
Ambitious Instruction	+20	70 Strong
Supportive Environment	-2	44 Neutral
Involved Families	-3	12 Very Weak
Effective Leaders	-8	26 Weak
Collaborative Teachers	-20	15 Very Weak

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5 Essentials - 2 Year Trend Data by Most Improved Measures

Measures	Change 	Performance	Essential	Respondent
English Instruction	+ 35	99 Very Strong	 Ambitious Instruction	Student
School Connectedness	+ 24	61 Strong	 Supplemental Measures	Student
Classroom Rigor	+ 17	61 Strong	 Supplemental Measures	Student
Academic Personalism	+ 17	73 Strong	 Supportive Environment	Student
Academic Press	+ 14	89 Very Strong	 Ambitious Instruction	Student
Math Instruction	+ 10	90 Very Strong	 Ambitious Instruction	Student
Safety	+ 9	10 Very Weak	 Supportive Environment	Student
Teacher Influence	+ 8	40 Neutral	 Effective Leaders	Teacher
Parent Involvement in School	+ 0	1 Very Weak	 Involved Families	Teacher
School Commitment	+ 0	1 Very Weak	 Collaborative Teachers	Teacher
Teacher-Parent Trust	+ 0	1 Very Weak	 Involved Families	Teacher
Academic Engagement	+ 0	99 Very Strong	 Supplemental Measures	Student

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

The focus of the current district managed turnaround plan for Rutledge Pearson Elementary is to provide a tiered and systematic layer of instructional leadership in order to aggressively address the challenges the school continues to face. The school has faced challenges over the past several years with inconsistency in effective instructional leadership and monitoring of standards based instructional practices in all classrooms, both of which greatly impacted active student engagement and resulted in an increase in adverse student behaviors during the instructional day. The strategies that are currently being implemented along with the additional strategies outlined within this section have been designed to provide tools to address the school's current needs. Rutledge H. Pearson Elementary School is currently implementing year two (2) of a District-Managed turnaround plan (DMT).

1. Currently, Rutledge Pearson Elementary School is under the direct supervision of the Chief of Schools and a Master Principal, who are further supported by two assistant principals. Additionally, the school receives collaborative support from an Executive Director within the Region for Innovation and School Improvement and its instructional support teams. Both the Chief of Schools and Rutledge H. Pearson's assigned Master Principal have extensive proven track records of turnaround in low performing, high poverty challenged schools. Additional support is also provided by a comprehensive culture & climate support team that includes a social worker, truancy officer, and a positive behavior specialist to provide attendance and full wrap around support based upon the school's identified data.
2. The Innovation and School Improvement Region (I&SI) content specific curriculum specialists in the areas of reading/language arts, mathematics, science and data analysis, provide additional in classroom coaching and modeling, along with PLC and lesson planning support to ensure high-quality, standards aligned lessons are implemented consistently.
3. As previously noted, Rutledge Pearson has an on-site social worker, parent liaison, and AVID instructional coordinator funded through the Schools of Hope grant. These support personnel work collaboratively as part of the school's academic leadership team to provide strategic instructional assistance in classrooms. This additional layer of targeted support will allow the leadership at Rutledge Pearson to provide an array of educationally relevant services to students through a transformative service model.

Standards-based instruction and learning:

The focus of the district's school-wide improvement plan for Rutledge Pearson will be focused on providing targeted support to address the challenges this school faces. The school has faced considerable changes that include a decline in enrollment, increase in suspensions and discipline violations, while more and more students continue to demonstrate reading and math skills far

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below grade level expectations. These indicators point to a systemic need for increased student support. The strategies that are currently being implemented along with the additional strategies outlined within this section have been designed to provide tools to address the school's current needs for sustainable and transformational change.

Baseline and ongoing progress monitoring assessment data (provided by Achieve 3000, i-Ready, and Reading Mastery, and other district interim assessments) will continue to be utilized to set the instructional focus and inform instructional practices at the school. In addition, an added source of targeted data is being provided through a new implementation of Corrective Reading and ACALETICS. The Math Lowest 25th Percentile showed the greatest improvement moving from 33% to 50% in 2019. During the 2019 school year, we implemented ACALTETICS, a skill-based intervention. This intervention assisted the school in narrowing the achievement gap of our most fragile math students.

The District's framework for excellent instruction will direct and guide both school leadership and content area teachers along with intervention support staff in making data driven decisions necessary for continued improvement. To support these efforts, the district will sustain and/or enhance the following strategies:

1. The School's Master Principal and academic leadership team will collaborate with district content directors and specialists to design and present interactive learning sessions that will dive Rutledge Pearson's instructional staff deeper into grade level and content specific standards and instructional implications revealed through data analysis.
2. School's Master Principal and academic leadership team and content area specialists will support job-embedded professional learning community 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.
3. Major emphasis will be on increasing grade level reading, math, and science proficiency in both bottom quartile and overall grade level performance indicators. With a strategic plan for monitoring effective standards based instructional planning and the implementation of the AVID WICOR strategies for student's success in every classroom, both initiatives will be used as levers to support student ownership of learning to increase grade level reading, math, and science proficiency.
4. Content specific training sessions are being provided for teachers to support school instructional teams in the identification and unpacking of priority standards for each quarter of instruction identified within the district's curriculum guides; grade and content specific differentiated lesson planning through demonstrations of instruction that highlight deliberate practices; and in recognizing student learning "look fors" that demonstrate standards mastery.

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5. Through engaging professional development and coached practice walkthroughs, the school's leadership team will also learn how to systematically collect classroom-level data from many classrooms. Through a district online dashboard, those data will be aggregated to highlight patterns and trends within the school's instructional program. Teachers will also learn a protocol to facilitate structured reflective data conversations with their students that increase the self-efficacy needed to transform a learner.
6. The ISI Region will conduct quarterly data meetings with the school's Master Principal and academic leadership team, working collectively 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.
7. This aligned observational and ongoing student achievement data process will also provide the regional support staff with information that can be used to offer additional support and/or resources as needed.

Positive culture and climate:

The district regional leadership plans to support the administration and staff at Rutledge Pearson Elementary in identifying effective strategies for leveraging and extending newly developed/existing partner resources to address specific challenges that the students and families face to include the following:

1. *Ongoing use of survey data:* The *5Essential* survey will be used at the school to streamline the school's focus on the 5 foundational elements that make a successful school: Effective Leaders; Collaborative Teachers; Involved Families; Supportive Environments; and Ambitious Instruction. The leadership will continue to work and improve on the greatest area of weakness, Involved Families. This purposeful internal review of current systems will allow current leadership at the school to better understand the underlying issues that must be addressed to create an environment conducive to learning and that will foster reengagement of its most needed stakeholders. Additionally, the school will also continue to utilize the district's internal survey data as a guide to determine next step strategies for supporting students and their families. Rutledge Pearson's new administration will continue to closely monitor progress and reassess strategies based upon school wide data and climate survey results.
2. *Continued involvement of current student support staff:* Rutledge Pearson Elementary will continue to rely heavily on the expertise of the school's executive team, content specific instructional coaches, the full wrap around service support from its partnership with United Way that provides the school's students and families with a dedicated culture & climate support team. This support team provides Rutledge Pearson families access to a social worker, a truancy officer, and a positive behavior specialist who provides attendance and full wrap around support as identified by the school's data.

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3. *An improved and targeted calendar of Parent Academy activities:* The Duval County Schools Parent Academy provides courses for families at locations throughout the district. Rutledge Pearson's teachers and guidance counselor will work with community partners and district staff to offer onsite Parent Academy courses that address the specific needs of the school's families on site. The Parent Academy will serve as a platform for direct contact with families, addressing the whole child. Additionally, school leadership will encourage participation in the courses by offering transportation when needed for parental attendance at high interest, interactive events, and sessions offered in response to needs identified by parents and survey assessment tools.
4. *Outreach to small business owners, home associations, and other community organizations to increase neighborhood participation and buy-in:* The neighborhood where the school is situated has an established community partnership with a number of small business owners, faith-based partners, and other neighborhood advocacy groups. The school leadership will work to engage these neighborhood associations in an advisory council with a mission to encourage increased participation from the disengaged members of the community.

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

Rutledge H. Pearson Elementary's needs assessment review indicated that during 2018-2019 school year the School's ELA Learning Gains decreased by 3% and their ELA Lowest Quartile decreased by 9% in overall academic proficiency. Additionally, the school's Science component demonstrated the lowest overall academic component with earning only 19 % of the available points in that category. Science was followed closely by ELA Achievement at 24% proficient. The committee had a shared belief that the inconsistency in instructional leadership, high teacher turnover, and inconsistent standards based instructional practices in several classrooms, all greatly contributed to the lack of continuous student engagement and resulted in a marked decrease in overall student learning and achievement.

Although the school demonstrated some areas of continued challenge with raising student achievement at Rutledge H. Pearson, Duval's Executive leadership team, under the direction of the Superintendent of Schools, Dr. Diana Greene, along with the new administrative team has collaborated with the stakeholders to identify and provide a comprehensive level of support. To lead the implementation of the identified supports for continuous improvement, the Superintendent appointed Master Principal, Carolyn Davis has demonstrated evidence of the essential competencies needed to direct the work of turning around one of Duval's most challenged schools. Additionally, the school has extensive support in place with two (2) assistant principals on site who have demonstrated evidence of in increasing reading and science achievement.

With the direct supervision and support from the district's Chief of Schools, one with an extensive history of turning around the trajectory of high-poverty schools, similar to the demographics and academic challenges at Rutledge H. Pearson, and her academic leadership

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team, they are aggressively implementing the necessary foundational processes need to support consistent standards based instruction that results in increased student learning and school-wide academic improvement. The school's leadership team has begun to engage all grade level instructional staff in weekly professional learning sessions that are data driven and focused on research-based instructional strategies to address gaps in student learning. Progress monitoring data (garnered from on-going instructional walks) drives plans and next steps for lesson development; student/parent/teacher data nights utilizing reports provided from Achieve 3000, i-Ready, Corrective Reading, ACALETICS, and other district interim assessments are used to set the instructional focus and inform instructional practices at the school. Additionally, the district's framework for excellent instruction will direct and guide the school leaders in making the necessary data driven decisions to support real-time adjustments to ensure improvement efforts able to impact barriers once identified. Finally, the district has full confidence that Rutledge Pearson's current plan for school wide improvement includes sustainable instructional strategies and reading interventions focused on remediating essential skills while also including necessary tools for accelerating key areas fundamental to demonstrating proficiency by grade level.

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.

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

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.

Duval County Public School's Community Assessment Team has conducted two district wide meetings to review school data, principal initiatives and current school plans for improvement. Additionally, district staff work to provide an assortment of ways whereby stakeholders could become engaged and involved in the district's efforts. Some of the additional methods included school level data chats; status of the school meetings with partners, PTA and SAC Advisory meetings, and online and paper formatted surveys. Based upon all of the collected feedback received, this fact-finding information was used to provide recommendations to the Superintendent for consideration of the below selected turnaround option.

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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)

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.
- ☐ 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)

Assurance 1: Close and Reopen School

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- ☐ 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)

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.

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

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☒ 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

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 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.

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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.

Evidence that the five conditions were met:

Since the Fall of 2018, Rutledge H. Pearson Elementary has demonstrated a positive trajectory towards making the necessary grade to exit Turnaround. The District believes they will continue to progress and earn a grade of "C" or higher for the following reasons:

- The school's current progress monitoring data shows positive trajectory growth patterns in all tested grading components;
- The academic leadership team has demonstrated evidence of successfully transforming underperforming schools; and
- Additional resources and supports have been put in place to further support the school.

The District has a strong level of assurance that the increase in student learning and increased achievement occurring at Rutledge H. Pearson Elementary School will be reflected with the requirements set forth in s.1008.34(3)(b), F.S. not only this Spring, but moving forward, if the school is afforded the option to extend its current turnaround plan for an additional year. In the most recent school grade, Pearson demonstrated an increase of 3% (21 points) in the measured components from the prior year.

The district further assures that they have worked collaboratively with the Bureau of School Improvement and the District's assigned RED to ensure that Rutledge H. Pearson Elementary' instructional personnel are within approved alignment under school improvement accountability parameters. Finally, Duval is committed to ensuring that

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

Rutledge H. Pearson Elementary, during the remainder of the implementation of the turnaround plan if afforded, will not have any Unsatisfactory rated instructional personnel and will maintain or improve the VAM averages, as provided in Rule 6A-1.099811(15)(a)4.

Explain how the school will improve to a “C” or higher:

Rutledge H. Pearson has started this school year with a strong plan to improve to a “C” and potentially to a grade of a “B.” It is anticipated that these instructional strategies will continue or be strengthened and modified as needed based on a continuous review cycle that includes use of data from interim and formative assessments. The academic strategies Rutledge H. Pearson instructional staff are currently implementing are not only to provide academic success this year, but to create a foundation for systemic and sustainable change that will impact future cohorts of teachers and students for years to come.

To further enhance the school’s district turnaround plan, several levels of support have been added to the school’s leadership team. Carolyn Davis has been assigned the Master Principal for Rutledge Pearson. The school has been provided with an assistant principal with turnaround experience capable of handling the day-to-day operations in the school. This assistant principal is a former instructional content coach, and is able to support instruction within the school, under the guidance of Master Principal Davis.

The Master Principal, along with the school’s two (2) Assistant Principals, and the school’s academic support team leads have designed and embedded very targeted researched-based strategies to specifically address the measured component areas in ELA, Math, and Science. The following strategies were identified to address specific gaps noted during the comprehensive planning for school-wide improvement and are currently monitored and adjusted as necessary for ensuring the school earns or exceeds its targeted goal of earning a grade of “C” or higher at the end of the 2019-2020 school year.

1. Standards Based Planning, Instruction, and Professional Development:

To ensure that daily instruction is aligned with the Florida Standards, instructional coaches and the academic leadership team will monitor and support teachers’ instructional planning by: taking grade level team teachers through deep dive learning sessions, reviewing test item specifications and reviewing Achievement Level Descriptors (ALDs) during weekly common planning.

- 2. Emphasis on Grade-Level Standards:** Additionally, understanding that many of the students at Pearson are below grade level, the need to continually expose students to grade level text and standards is imperative. Therefore, teachers will participate in professional learning sessions that focus on current research regarding on-grade level instruction, allow them to reflect on the importance of teaching on-grade level standards while providing students with strategies and gradual support for bridging the achievement gap.

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3. Implementation of Focused Interventions:

ELA-

To assure consistent, standards and grade-level aligned instruction is occurring in all classrooms, Rutledge H. Pearson has implemented a robust portfolio of intervention supports to students with foundational skills necessary for mastering grade level standards. Some of these tools, as previously mentioned include:

- **Corrective Reading** - A powerful direct-instruction remedial reading series, this intervention is being utilized to support and target an identified range of foundational reading gaps seen with many of the school's struggling readers;
- **Reading Mastery Signature Edition (RMSE, with an accelerated plan)**: This supplementary reading series developed by SRA is being used to accelerate reading by addressing all five essential components of reading identified by Reading First Florida. This series also includes professional development for all instructional and support personnel using the curriculum.

MATHEMATICS-

Math instruction continues to be supported through the ACALETICS Math program. This research-based program includes professional development, supplemental instructional materials, and engagement activities for families.

SCIENCE-

Study Island is an online program with interactive activities used to practice standard-based instruction in science. With all of the intervention programs being used at Rutledge H. Pearson, the fidelity and tracking of these interventions is vital to student success.

Outline proposed changes and strategies that will occur during the extended period:

The students, faculty, and staff at Rutledge H. Pearson are dedicated to increasing student success. As a method for motivating students to try their absolute best, the school has begun to implement positive behavior intervention systems to support the necessary change in the climate and culture and expectations for learning at the school. Systemic change begins with the mission and vision of the leader and the acceptance of that vision by all stakeholders.

The new leadership has already established a vision of excellence at the school, with the expectation that every student will work to reach their maximum potential. With this vision in mind, the school's Master Principal and the supporting academic team, the teachers, and students through targeted guidance and a gradual release process, are building a stronger new culture of learning at the school. Strategies include ongoing

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recognition of progress and achievement for both students and teachers, and celebrating small accomplishments leading to the established school goals.

To further develop self-efficacy, students are provided community service projects to serve their school and in their neighborhoods. Family-focused activities have been scheduled throughout the school year including ice cream socials, craft days with mothers and a field trip with dads. These activities are designed to create a more welcoming atmosphere for parents and caregivers at the school.

For sustainability and continuity of leadership at the school, the Master Principal is training and guiding the current assistant principals to become the future school leaders. Through ongoing mentoring, monitoring and gradual release, the systems within the school will become ingrained in the fabric of the school. When student achievement is maintained beyond the school's exit from state support, the transitioning of the management will be seamless and the existing leadership will continue to support the transformational changes implemented during improvement planning process.

The School's Master Principal has the autonomy of identifying the readiness of the supporting leadership team. The goal is to utilize this additional year in District Managed Turnaround as a professional mentoring/learning process for the assistant principals to transition from the role of facilitator and instructional support to that of instructional leader with the ability to continue the implementation of those systems once the academic performance and educational learning norms have been firmly established, thereby ensuring a successful school wide improvement change.

Acknowledgement

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

Name and title of person responsible for completion and submission of the TOP-1
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Date submitted to the Bureau of School Improvement
November 1, 2019
Superintendent Signature (or authorized representative)
