

ADDENDUM
2016 Template - Turnaround Option Plan (TOP) - Phases 1 and 2
St. Lucie Public Schools

- ☒ The district requests an additional year to implement the previously approved turnaround option. Evidence that implementation of the current option is likely to improve the school grade is attached. Any substantive edits to the current State Board-approved plan are clearly noted in this form.

Superintendent Gent and the new executive level leadership would like the opportunity to implement the DMT plan based on their experience and success in managing turnaround in previous districts. SLPS selects the DMT option for their TOP schools. The new leadership team wants to the opportunity to implement the proven plan that has worked in the past; therefore, the previously approved plan has been adapted significantly. SLPS has a new Superintendent, Deputy Superintendent, Chief Academic Officer, and Executive Director of Schools. The new Superintendent has a proven DMT plan that has worked in another district with the new Deputy Superintendent and the new Executive Director of Schools as leadership teammates. The Superintendent's vision is clear: the district leadership team will take an active leadership and support role in order to improve the schools' ability to improve rapidly and turnaround. The Superintendent's Cabinet is committed to having a "hands on" approach to lead and support turnaround with bi-weekly progress monitoring. Additionally, SLPS self-elects to fulfill the 2nd and 3rd assurances of the "External Operator" option with Dr. Prince ensuring those assurances are met.

Our new Superintendent was previously the Superintendent of the Palm Beach County School District for four years. (He was "North Area" Superintendent and Principal in the same county for several years prior to this time.) The School District of Palm Beach County is the eleventh largest in the continental U.S. and the fifth largest in the state of Florida with 185 schools, serving more than 183,000 students who speak 150 languages and dialects. As the largest employer in Palm Beach County, the school district has nearly 21,000 employees, including more than 12,000 teachers.

During Superintendent Gent's service to the Palm Beach County School District, the District has earned an "A" rating from the Florida Department of Education for 8 straight years—Florida's only urban district with this distinction. According to 2014 school grades, the District has been the top-performing urban school district in Florida with a higher percentage of "A" and "B" district-operated elementary and middle schools compared to the state and the state's largest urban school districts. Education Week recognized the District as having the eighth-highest graduation rate in the nation.

Evidence that implementation of the current option is likely to improve the school grade is attached. Any substantive edits to the current State Board-approved plan are clearly noted in this "Addendum".

1. **New:** Implement a "hands on" approach from the Executive Cabinet. Each week at Cabinet, the Dep. Superintendent and Executive Directors will report on school's progress to leadership.
 - The District will require district-developed, teacher-vetted Common Unit Assessments in Reading, Math, and Science to ensure appropriate grade level standards-based instruction aligned to the appropriate level of complexity is occurring in Reading, Math, and Science.
 - Every other week, the Deputy Supt, CAO, Executive Directors, Curriculum Director, Talent Development Director and School Reform Director (with the Instructional Partners Team) will meet to review data for the Unit Assessments. Based on the progress of the students, the IP teams will be deployed in real time to the areas of greatest need. Staff development can occur where it is needed in real time. The resources can be mobilized quickly with all pertinent departments on the same page.
 - Frequency of meetings will allow for fluid deployment of resources.
 - Intense progress monitoring will occur including all stakeholders.
 - Professional development on the standards and scope and sequence will be required for teachers at the school.
 - The Instructional Partners will work with developing teachers in differentiating instruction to address individual student needs through:
 - i. Modelling, Co-teaching, Side-by-side coaching with feedback
 - Instructional Partners will conduct targeted small group remediation based on standards-based assessment data
2. **New:** Frequent monitoring to ensure core instruction and interventions are effectively implemented
 - District-Based leadership, School-Based Leadership
 - Follow up from district PD person dedicated to TOP schools to ensure skills acquired from training transfer to instruction (PD to Practice)
 - i. Post PD modelling, monitoring, and feedback

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New Superintendent Gent Has a Proven Track Record of Successfully Increasing Academic Achievement at Turnaround Schools as the North Area Superintendent in the Palm Beach County Schools District

School Year	School	DA Status	Prior Year Grade	Current Year Grade
SY 08-09	Howell Watkins Middle School	Correct II	C	C
SY 08-09	John F Kennedy Middle School	Intervene	D	C
SY08-09	Roosevelt Elementary	Correct II	C	C
SY08-09	Palm Beach Lakes High School	Correct II	C	D
SY09-10	Lake Park Elementary	Correct II	B	C
SY09-10	Palm Beach Lakes High School	Correct II	D	C
SY09-10	Bear Lakes Middle School	Correct II	B	C
SY09-10	William T Dwyer High School	Correct II	B	B
SY10-11	Howell Watkins Middle School	Correct II	C	B
SY10-11	Lake Park Elementary	Correct II	C	B
SY10-11	John F Kennedy Middle School	Correct II	C	C
SY10-11	Roosevelt Elementary School	Correct II	D	C
SY10-11	Westward Elementary School	Correct II	C	C
SY10-11	Palm Beach Gardens High School	Correct II	B	B
SY10-11	Grove Park Elementary	Correct II	D	C
SY10-11	Seminole Trails Elementary	Correct II	B	C
SY10-11	Palm Beach Lakes High School	Correct II	C	C
SY10-11	Watson B Duncan Middle School	Correct II	A	A
SY10-11	Bear Lakes Middle School	Correct II	C	B
SY10-11	William T Dwyer High School	Correct II	B	A
SY10-11	Pleasant City Elementary	Correct II	F	A

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Dan McCarty Middle School

1. To address **Effective Leadership** a new principal has been installed at Dan McCarty Middle, Lisa Sullivan. Her principal experiences have been at high-achieving school and she has a proven track record of establishing and implementing schoolwide systems and cultures. She has strong communications skills, a history of increasing parent and community involvement and building capacity in teachers. Sullivan will be joined by two newly hired administrators. Sullivan is a specialist in mathematics, the **new** assistant principal is specialist in literacy, and the **new** dean is a specialist in school-wide positive behaviors support and student behavior interventions. The team collectively has the proven skill sets to address the needs of the school. The new team will be supported by a **new** multi-tiered system of district monitoring and support. Specifically, new Superintendent's vision is clear: the district leadership team will take an active leadership and support role in order to improve the school's ability to improve rapidly and turnaround. The Superintendent's Cabinet is committed to having a "hands on" approach to lead and support turnaround with the frequent progress monitoring to make the rapid improvements necessary to increase in student achievement and the school grade to a "C" or better.
 - For the past three years, Sullivan earned overall "Highly Effective" ratings on the Florida School Leader Evaluation System, particularly in the following areas:
 - i. **Instructional Leadership** which means:
 - Sullivan ensured **Standards-Based Instruction** which means she:
 - Delivered an instructional program that implemented the state's adopted academic standards (FSA and NGSSS) in a manner that was rigorous and culturally relevant to the students by:
 - i. aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance
 - Frequently monitored instruction and gave feedback to build capacity within teachers and others on the leadership team
 - ii. **Student Achievement** which means:
 - Sullivan achieved results on the school's student learning goals and directed energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula
 - iii. **Faculty Development** which means:
 - Sullivan recruited, retained, and developed an effective and diverse faculty and staff;
 - Sullivan focused on evidence, research, and classroom realities faced by teachers;
 - Sullivan linked professional practice with student achievement to demonstrate the cause and effect relationship;
 - Sullivan facilitated effective professional development;
 - Sullivan monitored implementation of critical initiatives; and
 - Sullivan secured and provided timely feedback to teachers so that feedback can be used to increase teacher professional practice.
 - Sullivan **Facilitated and Led Professional Learning** which means she:
 - managed the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and
 - promoted, participated in, and engaged faculty in effective individual and collaborative learning on priority professional goals throughout the school year
 - followed up to ensure training was being implemented properly and effectively in classrooms

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- Sullivan fostered **Faculty Development Alignments** which means she:
 - implemented professional learning processes that enabled faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan;
 - identified faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement);
 - aligned faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and
 - used instructional technology as a learning tool for students and faculty
- An interview with Sullivan’s current supervisor revealed that Sullivan has a pattern of thinking, feeling, acting, and speaking that causes her to succeed as a leader. Specifically, she possesses the following competencies:
 - i. A driving motivation to achieve
 - ii. persistence in the face of obstacles
 - iii. inspiring self-confidence in staff
 - iv. ability to secure “buy in” from teachers and other stakeholders
- Further, this skill set allowed Sullivan to take the following actions on a frequent basis:
 - i. calculated risk taking,
 - ii. ambitious goal setting and
 - iii. detailed planning
- Charts below reflects historical demographic data of
 - i. New School Principal: Lisa Sullivan
 - ii. New Executive Director of Schools: Daniel Frank
 - iii. New Deputy Superintendent: Dr. Jonathan R. Prince

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New School Principal: Lisa Sullivan

In Sullivan’s prior school, nearly half of the students were identified as “White” students. At Dan McCarty Middle, the majority of the students are minority students and 11.4% of the students were identified as “White” students in 2015-2016.

We acknowledge that Sullivan demonstrated consistently higher levels of performance at a prior school with demographics *different* from those of Dan McCarty Middle. However, we contend that when comparing the subgroups that represent the majority of students at Dan McCarty Middle, Sullivan was effective in moving her subgroups and they consistently out-performed the district (and in most cases the State) averages for the same subgroups.

Sullivan’s leadership strengths, competencies, and track record for moving subgroups to out-perform district and state averages—coupled with the district leadership team’s commitment to take an active, “hands on” leadership and support role—will enable her to rapidly improve Dan McCarty Middle and turn it around within the one-year extension requested.

Dan McCarty Middle	Southern Oaks Middle (Lisa Sullivan)
<u>School Grades</u> 2011-2012: D 2012-2013: F 2013-2014: F 2014-2015: D	<u>School Grades</u> 2011-2012: B 2012-2013: B 2013-2014: B 2014-2015: B
<u>1 - White Students</u> 2011-2012: 14.1% 2012-2013: 13.1% 2013-2014: 10.7% 2014-2015: 9.8% 2015-2016: 11.4%	<u>1 - White Students</u> 2011-2012: 49.5% 2012-2013: 48.6% 2013-2014: 46.6% 2014-2015: 46.9% 2015-2016: 46.7%
<u>2 - Hispanic Students</u> 2011-2012: 21.1% 2012-2013: 19.6% 2013-2014: 20.4% 2014-2015: 21.8% 2015-2016: 21.4%	<u>2 - Hispanic Students</u> 2011-2012: 20.8% 2012-2013: 22.4% 2013-2014: 24.5% 2014-2015: 25.6% 2015-2016: 26.5%
<u>3 - Black Students</u> 2011-2012: 62.1% 2012-2013: 64.1% 2013-2014: 64.9% 2014-2015: 64.6% 2015-2016: 63.9%	<u>3 - Black Students</u> 2011-2012: 23.5% 2012-2013: 23.7% 2013-2014: 23.3% 2014-2015: 21.6% 2015-2016: 21.2%
<u>Economically Disadvantaged</u> 2011-2012: 86.3% 2012-2013: 78.9% 2013-2014: 91.9% 2014-2015: 74.4% 2015-2016: 83.8%	<u>Economically Disadvantaged</u> 2011-2012: 60.9% 2012-2013: 60.1% 2013-2014: 63.8% 2014-2015: 60.6% 2015-2016: 67.3%

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New Executive Director of Schools: Daniel Frank (Direct, Onsite Support)

During 2008-2011, Frank served as the Instructional Support Team Leader with Palm Beach County Schools and reported directed to Mr. Gent, our new Superintendent. In this role he was responsible for monitoring and supporting turnaround schools in the North Area of the county, which included JFK. A part of the turnaround plan included replacing the principal and principal supervisor and assigning Frank as direct, onsite support at JFK Middle in 2008-2009. Frank's contributions to those schools, with similar demographics as Dan McCarty, aided the schools in moving from a D to C and a C to A, respectively.

Dan McCarty Middle	John F. Kennedy Middle (Daniel Frank)	Washington Elementary (Daniel Frank)
<u>School Grades</u> 2011-2012: D 2012-2013: F 2013-2014: F 2014-2015: D	<u>School Grades</u> 2006-2007: D 2007-2008: D 2008-2009: C (Daniel Frank) moved out of Intervene 2009-2010: C	<u>School Grades</u> 2006-2007: C 2007-2008: C 2008-2009: C (preliminary data placed at high risk) 2009-2010: A (Daniel Frank) moved up 2 letter grades
<u>1 - White Students</u> 2011-2012: 14.1% 2012-2013: 13.1% 2013-2014: 10.7% 2014-2015: 9.8% 2015-2016: 11.4%	<u>1 - White Students</u> 2011-2012: 0% 2012-2013: 2.3% 2013-2014: 1.9% 2014-2015: 2.1% 2015-2016: 3.5%	<u>1 - White Students</u> 2011-2012: 0% 2012-2013: 0 % 2013-2014: 0% 2014-2015: 0% 2015-2016: 0%
<u>2 - Hispanic Students</u> 2011-2012: 21.1% 2012-2013: 19.6% 2013-2014: 20.4% 2014-2015: 21.8% 2015-2016: 21.4%	<u>2 - Hispanic Students</u> 2011-2012: 6.6% 2012-2013: 7.9% 2013-2014: 10.7% 2014-2015: 14.6% 2015-2016: 15.8%	<u>2 - Hispanic Students</u> 2011-2012: 6.9% 2012-2013: 7.6% 2013-2014: 6.6% 2014-2015: 6.3% 2015-2016: 5.6%
<u>3 - Black Students</u> 2011-2012: 62.1% 2012-2013: 64.1% 2013-2014: 64.9% 2014-2015: 64.6% 2015-2016: 63.9%	<u>3 - Black Students</u> 2011-2012: 88.5% 2012-2013: 87.2% 2013-2014: 85.3% 2014-2015: 81.1% 2015-2016: 77.4%	<u>3 - Black Students</u> 2011-2012: 91.0% 2012-2013: 90.3% 2013-2014: 91.3% 2014-2015: 88.8% 2015-2016: 89.8%
<u>Economically Disadvantaged</u> 2011-2012: 86.3% 2012-2013: 78.9% 2013-2014: 91.9% 2014-2015: 74.4% 2015-2016: 83.8%	<u>Economically Disadvantaged</u> 2011-2012: 91.9% 2012-2013: 94.8% 2013-2014: 95.7% 2014-2015: 95.4% 2015-2016: 96.2%	<u>Economically Disadvantaged</u> 2011-2012: 92.9% 2012-2013: 90.9% 2013-2014: 93.4% 2014-2015: 94.2% 2015-2016: 95.7%

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New Deputy Superintendent: Dr. Jonathan R. Prince

Dr. Prince served as principal from 2013-2015 at a school with similar demographics as Dan McCarty Middle in terms of economically disadvantaged and minority students. With his leadership, the school consistently maintained a C or better rating despite high levels of poverty. SLPS self-elects to fulfill the 2nd and 3rd assurances of the “External Operator” option with Dr. Prince ensuring those assurances are met.

Dan McCarty Middle	Colonial High School (Dr. Jonathan Prince)
<u>School Grades</u> 2011-2012: D 2012-2013: F 2013-2014: F 2014-2015: D	<u>School Grades</u> 2011-2012: C 2012-2013: C 2013-2014: B (Dr. Prince) 2014-2015: C (Dr. Prince)
<u>1 - White Students</u> 2011-2012: 14.1% 2012-2013: 13.1% 2013-2014: 10.7% 2014-2015: 9.8% 2015-2016: 11.4%	<u>1 - White Students</u> 2011-2012: 15.2% 2012-2013: 14.0% 2013-2014: 13.9% 2014-2015: 14.6% 2015-2016: 12.8%
<u>2 - Hispanic Students</u> 2011-2012: 21.1% 2012-2013: 19.6% 2013-2014: 20.4% 2014-2015: 21.8% 2015-2016: 21.4%	<u>2 - Hispanic Students</u> 2011-2012: 69.4% 2012-2013: 71.4% 2013-2014: 71.7% 2014-2015: 71.8% 2015-2016: 73.2%
<u>3 - Black Students</u> 2011-2012: 62.1% 2012-2013: 64.1% 2013-2014: 64.9% 2014-2015: 64.6% 2015-2016: 63.9%	<u>3 - Black Students</u> 2011-2012: 10.5% 2012-2013: 10.0% 2013-2014: 9.9% 2014-2015: 9.0% 2015-2016: 9.4%
<u>Economically Disadvantaged</u> 2011-2012: 86.3% 2012-2013: 78.9% 2013-2014: 91.9% 2014-2015: 74.4% 2015-2016: 83.8%	<u>Economically Disadvantaged</u> 2011-2012: 66.7% 2012-2013: 79.2% 2013-2014: 76.6% 2014-2015: 77.1% 2015-2016: 100.0%

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2. *Public & Collaborative Teaching AND Ambitious Instruction & Learning,*

• **Build teacher capacity**

- i. **New:** School and/or District administrators will facilitate Professional Learning Community (PLC) meetings to ensure that instruction will be delivered to the rigor and full intent of the standards
 - ii. School and/or District administrators will conduct regular observations of instructional practices to ensure that instruction will be delivered to the rigor and full intent of the standards
 - Feedback will be provided
 - iii. **New:** School and/or District staff will collaborate with the Principal to develop a PD Plan to address teacher PD needs based on data collected through formal/informal observations, Instructional Reviews, and notes from PLCs.
 - iv. **New:** “Highly Effective” rated teachers (based on observations of their instructional practices) will be identified and will collaborate with school-based and district-based leaders to plan and deliver model lessons to build capacity in beginning and developing teachers
 - v. **New:** School and/or District administrators will conduct data chats with teachers to identified trends in teaching and learning in order to improve instructional practices and increase student achievement
 - vi. **New:** District will use Early Release days that are designated for PD to respond to the needs of teachers (as determined by needs assessment and/or observation data) by providing teacher training
 - vii. **New:** A district PD person dedicated to serving TOP schools will collaborate with the school to support teacher PD needs by modeling lessons, observing classes to ensure proper implementation, and providing feedback to teachers.
 - viii. **New:** District will require all schools to administer district-developed Assessments every 2-3 weeks in Reading, Math, and Science that have been vetted by teachers
 - **New:** For TOP schools, the following applies:
 - The district leadership team will meet every two weeks to analysis the results
 - Resources and other support to this school will be dispatched in “real time” based on need
- **New:** Fund “Turnaround Leadership” training with Talent Development grant. (e.g. Harvard PD)
 - **New:** Bring in a new Executive Director to supervise the Principal who has a proven track record with high-performance.
 - **New:** Add an additional layer of support aligned with the assurances of the “External Operator” option (Deputy Superintendent) to partner with and mentor the principal and ensure standards-based instruction
 - **New:** Add an Additional Dean (Totaling Two Deans)
 - **New:** 9 “Highly Effective” rated instructors in 7 core areas are moving with the new principal to DMMS
 - **New:** Add an Additional Assistant Principal (Totaling 2 Assistant Principals) who is rated “Highly Effective” and “Effective” and is a Literacy Specialist
 - **New:** Add a Campus Monitor
 - **New:** Assign a district PD person, dedicated to providing school-based leadership training at TOP schools.

3. *Family and Community*

- expand the Community Advisory Team to include community agency representatives dedicated to supporting engagement activities for the students and families of DMMS.
 - i. the condition of the facility will be improved (broken windows, missing light switch plates, wall graffiti, lawn care, etc.)
 - ii. create an environment to which students want to report (and to which parents want to send their children).
- **New:** Daniel Frank, Executive Director of Schools, will directly supervise the Principal.
 - i. He has a track record of developing community, business, other professional partnerships to increase student achievement and will coach/mentor school-based administrators to increase their efficacy this area
 - Frank raised over \$960K in one school year for a capital improvement project

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4. Safe and Supportive Environments

- **New:** Offer a summer camp for incoming 6th graders to set expectations regarding behavior academics
- **New:** Add an additional Dean (Totaling 2 Deans)
- **New:** Add a campus monitor
- **New:** Add an additional guidance (Totaling 2 Guidance Counselors)
 - i. Counselor to be located in the 6th grade center (offer counseling, guidance, direction, social skills training)
- **New:** Situate the behavior technician in the 6th grade center; redirect and reinforce positive behavior
- **New:** Significantly reduce transitions and interactions between grade level 6-8
 - i. Separate space for each grade level to reduce transitions and interactions between different grade levels
 - 6th Grade Center, separate campus location from 7th and 8th grade students
 - Assign Dedicated Staff for 6th Grade Center (e.g. Guidance Counselor, Behavior Tech, Instr. Coach)
 - 7th graders, 1st floor
 - 8th graders, 2nd floor
- Attract students to the classroom as an alternative to “out-of-school” suspensions
 - i. **New:** Offer industry certifications that interest students (as noted above)
 - ii. **New:** Deans will offer male mentorship to students; guidance and direction; model expectations; inspire to seek instruction
 - iii. **New:** Offer “in-school” suspensions in which daily grade level standards-based instruction and/or tasks are required
 - Project R.O.C.K. (Reaching Our Community Kids) provides an alternative to OSS, requiring standards-based tasks
- **New:** Secure an outside consultant, Allison Adler, to norm teacher and student behavior

What evidence is there that provisions of the current TOP option were working?

There was some increased grade-level proficiency in 6 out of 10 areas under the old plan. With **new** supports and strategies, we anticipate the significant gains necessary to turnaround the school within the one-year extension period.

Subject/Gr Level	2014-2015	2015-2016	Change
ELA 6 th	28	22	-6
ELA 7 th	23	27	+4
ELA 8 th	31	32	+1
Math 6 th	27	12	-15
Math 7 th	16	22	+6
Math 8 th	24	16	-8
Science 8 th	26	16	-10
EOC Civics 7 th	34	43	+9
EOC Algebra 7-8 th	68	90	+22
EOC Geometry	75	92	+17

Subject/Prof/Gains	2014-2015	2015-2016	Change
ELA Prof	30	27	-3
ELA Gains		41	
ELA BQ Gains		43	
Math Prof	28	22	-6
Math Gains		25	
Math BQ Gains		35	
Science 8 th	28	17	-11
Social Studies	34	43	+9
Middle Sch. Accel	43	54	+1
	163/500	163 + 144*	
		307*	
	163/500 (32%) D	307*/900 (34.1%) D	+2.1%
	* Based on Projections		

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Lakewood Park Elementary School

1. To address *Effective Leadership* the principal has been retained and a **new** assistant principal has been placed. The principal has successfully established systems and culture to decrease discipline distractions and increase student achievement. The principal—who has a strong understanding of literacy standards and instruction—was retained at the school to provide consistency with implementing single school culture and to continue to expand on the successes of last school year. A new assistant principal—who is an experienced instructional math coach—has been appointed to the school. The new team will be supported by a **new** multi-tiered system of district monitoring and support. Specifically, new Superintendent’s vision is clear: the district leadership team will take an active leadership and support role in order to improve the school’s ability to improve rapidly and turnaround. The Superintendent’s Cabinet is committed to having a “hands on” approach to lead and support turnaround with the frequent progress monitoring to make the rapid improvements necessary to increase in student achievement and the school grade to a “C” or better. The school grade for Lakewood Park Elementary is projected to be within 5-7 points from a “C”.
 - **New:** Daniel Frank, the new Executive Director of Schools, has been assigned to supervise and mentor the school leadership team with implementing the systems and culture necessary to increase student achievement.
 - **New:** Assign a district PD person, dedicated to providing school-based leadership training at TOP schools.

New Assistant Principal: Heather Ricksetter

Lakewood Park Elementary	Fort Pierce Magnet School of the Arts (Heather Ricksetter)
<u>School Grades</u> 2012-2013: D 2013-2014: F 2014-2015: D 2015-2016: D (Projection: 5-7 points from C)	<u>School Grades</u> 2012-2013: D 2013-2014: B 2014-2015: C 2015-2016: C (Projection)
<u>1 - White Students</u> 2011-2012: 43.3% 2012-2013: 40.7% 2013-2014: 39.6% 2014-2015: 38.9% 2015-2016: 38.5%	<u>1 - White Students</u> 2011-2012: 26.7% 2012-2013: 26.0% 2013-2014: 20.4% 2014-2015: 21.8% 2015-2016: 21.2%
<u>2 - Hispanic Students</u> 2011-2012: 17.9% 2012-2013: 19.9% 2013-2014: 17.2% 2014-2015: 17.1% 2015-2016: 20.0%	<u>2 - Hispanic Students</u> 2011-2012: 15.8% 2012-2013: 18.4% 2013-2014: 19.5% 2014-2015: 23.5% 2015-2016: 25.6%
<u>3 - Black Students</u> 2011-2012: 34.2% 2012-2013: 34.0% 2013-2014: 37.3% 2014-2015: 39.2% 2015-2016: 34.9%	<u>3 - Black Students</u> 2011-2012: 50.6% 2012-2013: 48.4% 2013-2014: 55.0% 2014-2015: 50.2% 2015-2016: 48.6%
<u>Economically Disadvantaged</u> 2011-2012: 79.6% 2012-2013: 80.7% 2013-2014: 85.8% 2014-2015: 87.3% 2015-2016: 81.3%	<u>Economically Disadvantaged</u> 2011-2012: 72.0% 2012-2013: 78.0% 2013-2014: 78.4% 2014-2015: 77.9% 2015-2016: 81.4%

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Lakewood Park Elementary	John F. Kennedy Middle (Daniel Frank)	Washington Elementary (Daniel Frank)
<u>School Grades</u> 2012-2013: D 2013-2014: F 2014-2015: D 2015-2016: D (Projection: 5-7 points from C)	<u>School Grades</u> 2006-2007: D 2007-2008: D 2008-2009: C (Daniel Frank) moved out of Intervene 2009-2010: C	<u>School Grades</u> 2006-2007: C 2007-2008: C 2008-2009: C 2009-2010: A (Daniel Frank) moved 2 letter grades
<u>1 - White Students</u> 2011-2012: 43.3% 2012-2013: 40.7% 2013-2014: 39.6% 2014-2015: 38.9% 2015-2016: 38.5%	<u>1 - White Students</u> 2011-2012: 0% 2012-2013: 2.3% 2013-2014: 1.9% 2014-2015: 2.1% 2015-2016: 3.5%	<u>1 - White Students</u> 2011-2012: 0% 2012-2013: 0% 2013-2014: 0% 2014-2015: 0% 2015-2016: 0%
<u>2 - Hispanic Students</u> 2011-2012: 17.9% 2012-2013: 19.9% 2013-2014: 17.2% 2014-2015: 17.1% 2015-2016: 20.0%	<u>2 - Hispanic Students</u> 2011-2012: 6.6% 2012-2013: 7.9% 2013-2014: 10.7% 2014-2015: 14.6% 2015-2016: 15.8%	<u>2 - Hispanic Students</u> 2011-2012: 6.9% 2012-2013: 7.6% 2013-2014: 6.6% 2014-2015: 6.3% 2015-2016: 5.6%
<u>3 - Black Students</u> 2011-2012: 34.2% 2012-2013: 34.0% 2013-2014: 37.3% 2014-2015: 39.2% 2015-2016: 34.9%	<u>3 - Black Students</u> 2011-2012: 88.5% 2012-2013: 87.2% 2013-2014: 85.3% 2014-2015: 81.1% 2015-2016: 77.4%	<u>3 - Black Students</u> 2011-2012: 91.0% 2012-2013: 90.3% 2013-2014: 91.3% 2014-2015: 88.8% 2015-2016: 89.8%
<u>Economically Disadvantaged</u> 2011-2012: 79.6% 2012-2013: 80.7% 2013-2014: 85.8% 2014-2015: 87.3% 2015-2016: 81.3%	<u>Economically Disadvantaged</u> 2011-2012: 91.9% 2012-2013: 94.8% 2013-2014: 95.7% 2014-2015: 95.4% 2015-2016: 96.2%	<u>Economically Disadvantaged</u> 2011-2012: 92.9% 2012-2013: 90.9% 2013-2014: 93.4% 2014-2015: 94.2% 2015-2016: 95.7%

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

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

New Deputy Superintendent: Dr. Jonathan R. Prince

Dr. Prince served as principal from 2013-2015 at a school with similar demographics as Dan McCarty Middle in terms of economically disadvantaged and minority students. With his leadership, the school consistently maintained a C or better rating despite high levels of poverty. SLPS self-elects to fulfill the 2nd and 3rd assurances of the “External Operator” option with Dr. Prince ensuring those assurances are met.

Lakewood Park Elementary	Colonial High School (Dr. Jonathan Prince)
<u>School Grades</u> 2012-2013: D 2013-2014: F 2014-2015: D 2015-2016: D (Projection: 5-7 points from C)	<u>School Grades</u> 2011-2012: C 2012-2013: C 2013-2014: B (Dr. Prince) 2014-2015: C (Dr. Prince)
<u>1 - White Students</u> 2011-2012: 43.3% 2012-2013: 40.7% 2013-2014: 39.6% 2014-2015: 38.9% 2015-2016: 38.5%	<u>1 - White Students</u> 2011-2012: 15.2% 2012-2013: 14.0% 2013-2014: 13.9% 2014-2015: 14.6% 2015-2016: 12.8%
<u>2 - Hispanic Students</u> 2011-2012: 17.9% 2012-2013: 19.9% 2013-2014: 17.2% 2014-2015: 17.1% 2015-2016: 20.0%	<u>2 - Hispanic Students</u> 2011-2012: 69.4% 2012-2013: 71.4% 2013-2014: 71.7% 2014-2015: 71.8% 2015-2016: 73.2%
<u>3 - Black Students</u> 2011-2012: 34.2% 2012-2013: 34.0% 2013-2014: 37.3% 2014-2015: 39.2% 2015-2016: 34.9%	<u>3 - Black Students</u> 2011-2012: 10.5% 2012-2013: 10.0% 2013-2014: 9.9% 2014-2015: 9.0% 2015-2016: 9.4%
<u>Economically Disadvantaged</u> 2011-2012: 79.6% 2012-2013: 80.7% 2013-2014: 85.8% 2014-2015: 87.3% 2015-2016: 81.3%	<u>Economically Disadvantaged</u> 2011-2012: 66.7% 2012-2013: 79.2% 2013-2014: 76.6% 2014-2015: 77.1% 2015-2016: 100.0%

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

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

2. Public & Collaborative Teaching AND Ambitious Instruction & Learning,

- **Build teacher capacity**

- i. **New:** School and/or District administrators will facilitate Professional Learning Community (PLC) meetings to ensure that instruction will be delivered to the rigor and full intent of the standards
 - ii. School and/or District administrators will conduct regular observations of instructional practices to ensure that instruction will be delivered to the rigor and full intent of the standards
 - Feedback will be provided
 - iii. **New:** School and/or District staff will collaborate with the Principal to develop a PD Plan to address teacher PD needs based on data collected through formal/informal observations, Instructional Reviews, and notes from PLCs.
 - iv. **New:** “Highly Effective” rated teachers (based on observations of their instructional practices) will be identified and will collaborate with school-based and district-based leaders to plan and deliver model lessons to build capacity in beginning and developing teachers
 - v. **New:** School and/or District administrators will conduct data chats with teachers to identified trends in teaching and learning in order to improve instructional practices and increase student achievement
 - vi. **New:** District will use Early Release days that are designated for PD to respond to the needs of teachers (as determined by needs assessment and/or observation data) by providing teacher training
 - vii. **New:** A district PD person dedicated to serving TOP schools will collaborate with the school to support teacher PD needs by modeling lessons, observing classes to ensure proper implementation, and providing feedback to teachers.
 - viii. **New:** District will require all schools to administer district-developed Assessments every 2-3 weeks in Reading, Math, and Science that have been vetted by teachers
 - **New:** For TOP schools, the following applies:
 - The district leadership team will meet every two weeks to analysis the results
 - Resources and other support to this school will be dispatched in “real time” based on need
- **New:** Fund “Turnaround Leadership” training with Talent Development grant. (e.g. Harvard PD)
 - **New:** Bring in a new Executive Director to supervise the Principal who has a proven track record with high-performance.
 - **New:** Add an additional layer of support aligned with the assurances of the “External Operator” option (Deputy Superintendent) to partner with and mentor the principal and ensure standards-based instruction

What evidence is there that provisions of the current TOP option were working?

There was some increased grade-level proficiency in 3 out 7 areas under the old plan. With **new** supports and strategies, we anticipate the significant gains necessary to turnaround the school within the one-year extension period.

Subject/Grade Level	2014-2015	2015-2016	Change
ELA 3 rd	26	26	--
ELA 4 th	37	31	-6
ELA 5 th	31	37	+6
Math 3 rd	37	35	-2
Math 4 th	42	40	-2
Math 5 th	39	28	-11
Science 5 th	32	35	+3

Subject/Prof/Gains	2014-2015	2015-2016	Change
ELA Proficiency	32	30	-2
ELA Gain (Proj.)	N/A	45*	N/A
BQ ELA Gain (Proj.)	N/A	47*	N/A
Math Proficiency	42	35	-7
Math Gain (Proj.)	N/A	61*	N/A
BQ Math Gain (Proj.)	N/A	29*	N/A
Sci. Proficiency	35	33	-2
	109	98 + 182*	
		280*	
	109/300 (36%) D	280*/900 (40.0%) D	+4%
* Based on Projections			