

Phase 1

Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

Item 1: In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district’s turnaround plan.

Carver Middle 5871

Part II: Stakeholder Engagement

A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

Item 2: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

B. Turnaround Option Selection Process

Item 3: The district shall use the **2016-17 DIAP, Section I.B.2**, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

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

METHODOLOGY/DATA COLLECTION

The Carver Middle School leadership team developed a plan to survey students, staff, and parents using stakeholder surveys provided by AdvancED. Parents were surveyed using paper surveys administered in the front office and at special events resulting in a 20% completion rate. Carver Middle School students were surveyed across all three grade levels through their Language Arts classes using the online survey tool resulting in a 50% completion rate. Staff members were surveyed through the use of an AdvancEd survey email link resulting in a 65% survey completion rate. The response rates for each group reported above exceeded the minimum response rate published by AdvancED to ensure valid and reliable results. The survey response scale was based on the following: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree.

RESULTS

Effective Leadership

Staff member and parent respondents rated the school highly in areas regarding accountability, evaluations, and compliance with procedures and regulations. Respondents were asked how effectively the school's governing body demonstrates compliance, holds themselves accountable, and engages all stakeholders appropriately. Overall, the average stakeholder respondent rating for Governance and Leadership was a 3.5. However, the average student rating for Governance and Leadership was a 2.83. This indicates that many student respondents either answered neutrally or disagreed that the school administration acts in fairness and maintains high expectations. To support the school administration in effective leadership, Carver will work in collaboration with a principal coach to include an external partner. The principal coach is a former middle school principal with a proven track record of success. The coach will work in collaboration with the district and school based leadership teams to provide feedback, support, and guidance to the administration. The external partner and principal coach will help build the capacity of school stakeholders to increase student achievement by training school leaders in research-based best practices of distributed leadership and providing on-site coaching to ensure the implementation of these practices in the school culture. Carver Middle School Leadership was replaced in 2014-2015. Dr. Hector Maestre was appointed Principal in 2014-2015. Hector Maestre began his administrative career at Evans High School as the Assistant Principal of Instruction in 2011. The majority of the students at Evans High School are African American on free and reduced lunch, very similar to the population at Carver Middle School, which is a feeder pattern for Evans High School. In this role, Dr. Maestre worked closely with the principal and other members of the leadership team to develop and monitor curriculum for the more than 2,300 students and 130 teachers. Dr. Maestre also closely monitored the Advanced Placement (AP) and International Baccalaureate (IB) programs at the school by ensuring that all teachers were properly trained to deliver rigorous curriculum and that students were properly placed. Under his leadership, the AP program more than doubled in participation and also experienced an increase

in performance. Additionally the IB program increased from 2 students earning a full IB diploma to 19. Dr. Maestre also coordinated with the Career and Technical Education (CTE) department at the district level to triple student access to technical programs for future employment. Finally, Dr. Maestre worked closely with U.S. History teachers and writing and ELA coaches to monitor data and initiate remediation and tutoring, which resulted in a 12 point gain in proficiency on the U.S. History End of Course (EOC) exam. Dr. Maestre played a pivotal role in moving Evans High School from a "D" to a "B". Ms. Mays, Assistant Principal became a member of the Evans High School team in 2010 and worked as a Writing and ELA Coach for (4) years. During that time, she helped to halt what had grown to an 18-point drop in writing proficiency. From 2011 to 2014, she assisted in bringing steady gains in writing proficiency by incorporating text-based writing and SpringBoard strategies in Language Arts and Social Studies classes. As a member of the Collaborative Support Team that included coaches and administrators in the content areas of Reading, Language Arts, and Social Studies, she had an important role as a part of the team that helped bring Evans from a "D" to a "B". During this time, Ms. Mays worked closely with the Florida Department of Education utilizing the Differentiated Accountability Model to improve student achievement at Evans High School. Ms. Mays was appointed to Carver Middle School in 2014-2015. Mr. Ray, Assistant Principal formerly, an Exceptional Student Education Dean at Jones High School and Rolling Hills Elementary School assisted with implementing systems to track student progress, which has proven to be a successful measure at the schools with similar dynamics. Mr. Ray participated in classroom walkthroughs to certify that teachers are instructing to the full intent of the standard. While at Jones and Rolling Hills Elementary School, all members of the leadership team conducted classroom observations and shared out the findings of the walkthroughs in weekly meetings. Each member of the leadership team was heavily involved in the common planning process. PLCs were held twice weekly with the first day deconstructing the standards and the second planning for the week. Data chats would occur biweekly to discuss student performance. Based on these conversation, classroom rigor would become a focal point as well as higher order thinking questions. Also, incorporating a strong system to monitor the bottom 25% and students with disabilities, serving as a mentor to improve student achievement. Lastly, during the planning process, ensuring that teachers were creating strong performance scales that increased in complexity assisted with increasing the rigor of classroom instruction. Jones High School has a similar student population to Carver Middle School and during his time there, the school letter grade increased from a "D" to a "B". Carver is a direct feeder pattern to Jones High School. Rolling Hills Elementary School improved from a school letter grade of a "D" to a "C". Before his appointment to Carver Middle School, as an assistant principal, Mr. Ray served as an administrative dean at Sunridge Middle School, a high performing school which earned 3 consecutive school letter grades of an "A". Mr. Ray provided direct support to classroom teachers, while monitoring the overall discipline of the 8th grade class, acting as a role model and mentor for males of color at Sunridge Middle School. Mr. Ray was appointed to Carver Middle School in 2014-2015. Based on the school based leadership team's experience and success in schools with similar demographics, we believe that they have the belief, knowledge and skills needed to move the school forward

Ambitious Instruction and Learning

The average stakeholder respondent rating for Teaching and Learning was 3.5. The survey asked stakeholders whether instructional strategies are monitored for effectiveness, developed collaboratively, and personalized to address individual student needs. Respondents were also asked

if the curriculum is challenging, inquiry-based, and equitable. Approximately 60% of staff members and student respondents agreed that appropriate and challenging instructional strategies and assessments are used. About 75% of parent respondents agreed that their children are provided with challenging work as part of an equitable curriculum, with a variety of teaching strategies and learning activities. One point of concern is that less than 40% of staff member respondents agreed that the school provides sufficient technological resources to support student needs. Also, only 35% of the student respondents agreed that their teachers implement differentiated instruction to meet their learning needs.

Refining and monitoring the MTSS process will help to identify students who are in need of academic and behavioral support. MTSS progress monitoring efforts will focus on how students are performing in Tier II settings. Data from the Tier II must be analyzed to ensure that students are receiving the supplemental instructional support that will produce academic improvement in the general education setting.

Safe and Supportive Environment

The average stakeholder respondent rating for Safe and Supportive Environment was a 3.3. This category was Carver Middle School's lowest rating. Respondents were asked whether the school maintains facilities that support student learning and contribute to a safe environment and whether students interact in a safe and supportive way. They were also asked if staff members, learning resources, and financial resources are effectively used to support students. Approximately 70% of student respondents indicated that the building and grounds are not safe, their personal property is not respected by other students, and the students do not interact in a supportive manner. Approximately 40% of staff respondents indicated that school facilities do not contribute to a safe environment. However, most parent respondents agreed that facilities are safe and that they contribute to learning.

AdvancEd Survey Results Discussion

Based on survey responses, there are clear areas of strength and opportunities for improvement. The teacher respondents indicated that they were provided opportunities for common planning, peer feedback, and coaching. All stakeholder respondents seem to agree that planning, teaching, and assessment processes at Carver Middle School are aligned and understood by the appropriate stakeholder group. Also, students and parents believe that they have the opportunity to participate in school activities and provide feedback.

Carver Middle School has opportunities for improvement in the areas of safety, resources, and differentiated instruction. Although most parent respondents are comfortable with the safety of Carver Middle School, the staff and student respondents did not agree that the campus is a safe learning environment. Finally, most student respondents did not indicate that their teachers use resources to teach according to their specific needs.

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)

Standards	Parent	Staff	Students	Average Response for Category
Purpose and Direction	3.7	3.71	3.15	3.52
Governance and Leadership	3.87	3.77	2.83	3.49
Teaching and Assessing for Learning	3.89	3.44	3.24	3.52
Resources and Support Systems	3.94	3.32	2.67	3.31
Using Results for Continuous Improvement	4.15	3.64	3.04	3.61
Average Response by Stakeholder Group	3.91	3.57	2.98	N/A

Findings and Analysis of Student Performance and Extenuating Factors

Based on the Florida Standards Assessment data from the 2015-2016 school year there is a need to focus on building teacher capacity to enhance their ability to provide effective, standards-based instruction.

Below is a comparison of student performance on FSA:

	ELA			Math		
	2016	2015	CHG	2016	2015	CHG
Grade 6	20%	20%	+0%	16%	21%	-5%
Grade 7	18%	18%	+0%	9%	28%	-19%
Grade 8	29%	27%	+2%	31%	28%	+3%
Total Gain (Loss)			+2%			-21%

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

	2016	2015	CHG
Civics	32%	38%	-6%
Science	24%	31%	-7%
Algebra 1	75%	61%	+14%
Algebra 2	NA	NA	NA
Geometry	NA	NA	NA

During the 2015-2016 school year, Carver Middle School was evaluated by the FLDOE using the Differentiated Accountability Systems Review Focus areas. Core classrooms were observed by 3 teams (ELA/Reading, Math/Science, and school leadership). In the area of *Lessons Reflect the Full Intent of the Standards* the school increased from 43% fully implemented to 86% fully implemented from the prior school year. Similar increases occurred in other observed areas, including *Tasks Aligned to the Full Intent of the Standard*, 29% to 86%, and *Checks for Understanding*, 36% to 63%. These increases were the results of the school leadership’s attention to planning and implementation of academic content.

Behavior and Attendance

Exclusionary, precipitating, and mitigating factors that affect student learning are areas of concern at Carver. Student behavior and attendance have a significant effect on student learning. The total offenses resulting in in-school suspension increased by 71%. The total offenses resulting in out-of-school suspension increased by 32%. As a result of the increase in suspensions, Carver will be creating a full time behavior specialist position. This new faculty member will provide behavior support for students, provide teachers with intervention strategies, and assist in identifying students for the MTSS process.

Total Suspensions by Type

	<u>2014</u>	<u>2015</u>
In-School Suspension	293	503
Out-of-School Suspension	629	828

The total number of 10-day suspensions decreased by 54%. The total number of students receiving a 10-day suspension decreased by 22%.

10-Day Suspensions

	<u>2014</u>	<u>2015</u>
10-Day	94	61

Respective to attendance, from 2014-2015 to 2015-2016 school years, Carver’s average daily attendance rate declined from 92.34% to 91.13%. This is a decrease of 1.21%.

Truancy

	11-19 days	20-29 days	30+ days
Number of Students	30	16	7

There were 53 students at Carver who were classified as truant in the 2015-2016 school year. The school will host Child Study Team meetings with the support from the district-assigned social worker to reduce truancy. Carver will be increasing wrap-around services by providing mental health counseling to students and parents through Children’s Home Society and SEDNET providers. Additionally, Carver will increase academic support through intervention teachers for reading and mathematics. The goal of these services is to provide support for families, create positive school outcomes, and build strong relationships between the home and school.

Teacher Recruitment and Retention

There are a high number of novice teachers serving students at Carver Middle School. Twenty-six teachers had less than two years of experience. The school had 28 teachers who were new to Carver for the 2015-2016 school year. There is a need to continue to attract highly qualified teachers to the schools that need the most support.

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school’s needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of “D” for three consecutive years must implement the district-managed turnaround option.*

Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

Option 3: Charter

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

Orange County

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)

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

The School Transformation Office (STO) was established in 2013-2014, utilizing a multi-tiered system of supports to assist struggling schools and their students in achieving and/or exceeding expectations. During the first year of implementation, the twenty targeted schools collectively improved 838 percentage points, as opposed to a decline of 929 percentage points the previous year. Seventy percent of the targeted schools improved 10 or more percentage points. Seven schools improved the equivalence of two letter grades and one school improved four letter grades. Seventy-five percent of the schools improved their total number of points.

The rationale for continuing the district turnaround model, using the hybrid option is based on the overall successes experienced within the targeted schools in the School Transformation Office. Carver received positive reports from the Florida Department of Education in regards to improvement demonstrated in standards-based instruction, noting that 86% of the classrooms visited implemented standards-based instruction. Although FSA and district progress monitoring data indicates slight improvements, these improvements are not congruent with the level of acceleration needed to ensure a high performing school within a reasonable time frame.

The 2014-2015 FSA student scores were not available to the school until after the start of the school year. As a result, Carver Middle School missed an opportunity to properly place students in Algebra 1, which negatively impacted the student and the school's acceleration points. Because the data was not available when generating schedules at the start of the school year we used 6th grade FCAT scores to determine placement in Algebra 1. As a result, there were 3 students who earned a 1 in 2013-2014, 12 students who earned a 2 in 2013-2014, and 4 students who did not have a score in 2013-2014, who all earned a 3 or higher in 2014-2015. These 19 students were not placed in Algebra 1 but were included in the acceleration denominator for the 2015-2016 school year.

Historically, Carver Middle School acceleration students have increased in performance:

- 2012: 66%
- 2013: 84%
- 2014: 85%

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

Orange County

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)

If we had the data while planning for the 2015-2016 school year, those 19 students would have been placed in the Algebra 1 course. The current school grade projection for the 2015-2016 school year is 30%, which is the school grade of 'F'. If instead we had received the lowest acceleration score from the last 4 years (66%), we would have had 32% and scored a 'D'.

In summary, we are not abandoning the district turnaround model; thus, with the refinement of the strategies currently in place and the addition of an external partner and principal coach, who will work collaboratively with Carver and the School Transformation Office, accelerated improvements are expected. The external partner has demonstrated its ability to assist and support schools in achieving and sustaining academic excellence, particularly in schools that serve high-poverty populations similar to the population at Carver. We are choosing this option because it provides for the integration of multiple strategies to support school improvement.

Phase 2

Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.

Option 1: District-Managed Turnaround (DMT)

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

DMT Item 2: Assurance 2 – Addressed in DIAP Section I.A.2.c

The district leadership team shall develop, support and facilitate the implementation of policies and procedures that guide the school-based leadership team(s) and provide direct support systems.

DMT Item 3: Assurance 3 – Addressed in DIAP Section I.C.1

The district shall adopt a new governance structure for the school(s), which may include, but is not limited to, requiring the principal(s) to report to a “turnaround office” or “turnaround lead” at the district level who reports directly to the superintendent.

DMT Item 4: Assurance 4 – Addressed in DIAP Section I.A.2.d

The district shall give the school(s) sufficient operating flexibility in areas such as staffing, scheduling and budgeting, to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase graduation rates in high schools.

DMT Item 5: Assurance 5 – Addressed in DIAP Section I.C.3.b

The district shall employ a reliable system to reassign or replace the majority of the instructional staff whose students’ failure to improve can be attributed to the faculty.

DMT Item 6: Assurance 6 – Addressed in DIAP Section I.C.3.b

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district’s approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

DMT Item 7: Identify one or more of the following Areas of Focus the district will address in the **2016-17 DIAP** by marking the box with an X. **Part III of the DIAP** shall contain the details of how the district will implement the selected Area(s) of Focus and other strategies in order to meet the needs of the school(s) identified in this form.

Area of Focus 1

The district shall identify progress monitoring and summative assessments that will be used in the school(s), the administration frequency of each, how the data will be analyzed, and how changes in instruction will be implemented and monitored. The district shall describe the specific training and follow-up that will be provided to support the implementation of a comprehensive, data-based, problem-solving framework.

Area of Focus 2

The district shall identify the new or revised instructional programs for reading, writing, mathematics and science; the research base that shows it to be effective with high-poverty, at-risk students; and how they are different from the previous programs.

Area of Focus 3

The district shall ensure instruction is differentiated to meet the individual needs of students. Strategies for push-in, pull-out or individual instruction shall be included in the plan.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

Area of Focus 5

The district shall increase learning time in the school(s), as defined in Rule 6A-1.099811(2)(m), F.A.C., by a total of 300 hours annually; at least 60 percent of time shall support all students (e.g., extended day, week, or year) and up to 40 percent of time may be provided through targeted services (e.g., before school, after school, weekend and summer).

DMT Item 8: In the box below, briefly summarize the strategies the district has included in **Part III of the 2016-17 DIAP** to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Phase 2

Option 4: External Operator

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances.

Assurance 1

The district shall enter into a contract with a school turnaround organization or Education Management Organization (EMO) to operate the school(s), following established district policies and procedures for contracting with external providers.

Assurance 2

The district shall select an organization with a successful record of providing support to high-poverty, low-performing schools, and shall provide evidence of its qualifications to the department, upon request.

Assurance 3

The district shall ensure teachers are not rehired at the school(s), unless they are effective or highly effective instructors, as defined in the district's approved evaluation system, pursuant to section 1012.34, F.S.

Implementation Plan

External Operator Item 1: For this option, the district shall use the **2016-17 DIAP** in CIMS to provide the details of how the district will address the areas of assurance and meet the needs of the school(s) identified in Phase 1. In the box below, provide the page numbers of the attached **DIAP** where these items are addressed.

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Phase 2

Option 5: Hybrid

By selecting this option, the district shall develop a hybrid of turnaround options 1-4 or other turnaround models that have demonstrated effectiveness in increasing student achievement in similar populations and circumstances.

Areas of Assurance

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the 2016-17 DIAP to document compliance with the assurances.

Assurance 1

In the case where multiple providers may be engaged, the district and organizations shall provide documentation that clearly delineates the roles and responsibilities of each organization and how each works to support or enhance the function of others.

Additional Assurances

If the district is developing a hybrid model that includes components of options 1-4, the district shall comply with all applicable requirements of the respective options, and should include the corresponding assurances in the implementation plan.

Implementation Plan

Hybrid Item 1: The 2016-17 DIAP shall include the details of how the district will implement the strategies in the school(s) identified for turnaround in order to meet the needs of the school(s) as identified through the needs assessment in Phase 1. Use the box below to enter a brief summary of the strategies the district has included in Part III of the DIAP to reduce or eliminate internal systemic barriers and address the needs of the school(s) named in this form.

Introduction

The focus of the School Transformation Office is to help schools function as high-performing and dedicated teams, while providing training on rigor, data analysis, and standards-based instruction to improve student achievement. Goals are accomplished through initiatives that focus on teacher quality, leadership capacity, parental involvement and community partners. The work of the School Transformation Office is based on the research conducted by The Center for Comprehensive School Reform and Management, which outlines six quality indicators of high performing schools. They are as follows: Effective Leadership, Aligned and Rigorous Curriculum, Effective Instruction, Formative and Informative Assessments, Positive School Climate, Family and Community Engagement.

The Urban Learning and Leadership Center (ULLC) has been selected to partner with the School Transformation Office and Carver Middle School. ULLC has demonstrated its ability to help schools achieve and sustain academic excellence for all students, particularly in schools that serve high poverty populations like Carver. The framework developed and perfected by ULLC to assist schools in the turnaround process is

called S.A.M.E. (Social-Academic-Moral-Education). S.A.M.E. is a turnaround model that has been efficacious in efforts to create school cultures in which high performance can be achieved. Two subject-area experts and one leadership coach will be deployed by ULLC to assist Carver and the School Transformation Office in their efforts to improve academic achievement. The ULLC president (Dr. John Hodge) and CEO (Dr. Harvey Perkins) will provide initial training on the S.A.M.E. Framework and collaborate monthly with OCPS school and district staff.

The first phase of the ULLC intervention consists of data gathering using a variety of qualitative and quantitative tools:

- a. Structured interviews -- Coaches will gather information on current school practices and triangulate those data through a cross-section of staff responses. Interviews are usually conducted with the principal, the assistant principal, the leadership team, and a random selection of classroom teachers.
- b. S.A.M.E. survey -- All Carver staff members will complete an on-line, anonymous survey which yields data on staff perceptions regarding the social, academic, moral, and distributed leadership dimensions of the school culture.
- c. Walk-throughs – ULLC coaches, STO staff, and district staff will conduct preliminary "walk-throughs" to gather observational information regarding current norms and behaviors of teachers, staff, and students. The goal of this walk-through is to collect baseline data regarding the social and moral elements of the school culture as well as initial reads on the academic (curriculum and instruction) culture.
- d. Data analysis – Collection and analysis of existing data which the school uses to measure success in the social, academic, and moral dimensions of school culture.

ULLC Diagnostic Tools include the following:

- S.A.M.E. Survey - cultural perception survey of internal adult stakeholders to measure the school's espoused status on the Social, Academic, Moral and Distributed Leadership domains
- S.A.M.E. Rubric - growth measure for the Social, Academic, Moral, and Distributed Leadership domains
- SIP Survey ("Taking Your SIP Pulse") - survey of current practices on the development, implementation and monitoring of the school improvement plan
- ULLC Distributed Leadership Framework - growth measure of the leadership team status regarding best practices of distributed leadership
- Instructional Design and Delivery Rubric - growth measure regarding critical elements of effective design and delivery of classroom instruction
- ULLC Structured Interview - targeted interview to triangulate staff responses regarding the espoused status of the school culture with the S.A.M.E. survey, the school walk-throughs, and artifacts presented by school leadership.

Ambitious Instruction and Learning

A guaranteed and viable curriculum ranks at the top of school level factors impacting student achievement (Marzano, 2003). All stakeholders will work with the school administration, the leadership team, and content area leads to ensure that a standards-aligned, engaging instructional program is delivered to all students. Some elements of this "guaranteed" curriculum include:

- Identifying and communicating the content considered essential for all students as opposed to the supplemental information
- Ensuring that the essential content can be addressed in the amount of time available for instruction
- Sequencing and organizing the essential content in such a way that students have ample opportunity to learn it
- Ensuring that teachers address the essential content using highly effective and engaging instructional strategies
- Protecting instructional time

In order to provide a jump start to student learning, targeted students will be selected to attend a three-week Jumpstart camp where they will receive intense core instruction. The Jumpstart camp will specifically focus on reading, writing, and mathematics. On the 2015-2016 FSA, proficiency for 6th grade students was 20% in reading and 16% in mathematics. The camp will aim to support the learning needs of bubble students and provide students with academic support as they transition into Middle School. The school, in conjunction with the Minority Achievement Office, will also select incoming 8th grade students to participate in an intense science camp. In addition, targeted incoming 7th graders will be selected to participate in a math camp to prepare them for the demands of Algebra 1.

Students will receive more intense support by extending the learning day four times per week to include an eighth-period class. This will allow for more targeted and data-driven instruction to occur within each core class. In addition, targeted students will receive weekly feedback and data review regarding skill mastery and academic performance.

In order to decrease internal barriers and strategically target academic deficiencies, all stakeholders will be trained in the effective implementation of the MTSS framework. This will help increase the fidelity of implementation of the MTSS framework and provide all students with the individualized support needed to increase student achievement. Research-based diagnostic assessments will be administered with frequency, intensity, and duration to achieve desired achievement outcomes. Students will receive supplemental interventions to correspond with diagnostic data.

Training for school staff will focus on quality planning and delivery of standards-aligned lessons in a culture which values and supports all students, giving students the tools they need to succeed in rigorous coursework.

The academic component of the S.A.M.E. framework focuses on the written, taught and tested curriculum. ULLC's heavy focus on the academic environment ensures that teachers deliver aligned, engaged, and data-driven lessons on a daily basis. Additionally, teachers will be given ongoing pedagogical feedback to help them to develop the skills required to meet the needs of all students. The academic dimension of S.A.M.E. also equips students with the tools they need to be successful in the learning environment.

To summarize, the academic environment involves:

(Roles/End-Results)

For students:

- Mastering age-appropriate skills and knowledge
- Developing organizational and higher-order thinking skills
- Living up to individual responsibilities for learning: doing assignments and homework, coming to school, paying attention, participating in class, and applying oneself

For teachers:

- The close alignment of curriculum with rigorous standards and assessments
- Delivering the established curriculum in the classroom and following pacing and planning guides to make sure that is accomplished
- Differentiating instruction: using a variety of instructional approaches and tailoring them to the specific needs of individual students
- The regular use of assessment to determine how well students are mastering the content
- Providing targeted re-teaching, based on gaps identified by assessments

As an external partner, ULLC will work with STO and school stakeholders to:

- assess existing instructional programs within the school that are designed to meet academic standards for students
- analyze data to determine if existing instructional programs and approaches should be augmented for maximum results
- provide onsite training and support to OCPS staff on instructional strategies that are designed to yield maximum results in student achievement
- model best instructional practices for teachers
- provide ongoing technical assistance to school staff to improve the delivery of instruction

Safe and Supportive Environment

The link between school culture and academic achievement cannot be overstated. National trend data suggests that schools serving high populations of impoverished students must work *creatively* to establish school cultures that are conducive to high academic achievement. This means that schools must address the *non-academic variables* that impact student achievement by educating the whole child. The federal government has recently recognized this need. The Every Student Succeeds Act (ESSA) which received bi-partisan support suggests that success is much broader than academic achievement. A portion of the Every Student Succeeds Act (ESSA) requires states to incorporate non-academic factors into their accountability systems. These factors may include measures of character, integrity and other factors that point to preparation for life. In addition to helping students achieve at high levels, the S.A.M.E. Framework will prepare Carver's students for the challenges they will face as they transition into high school and adult life

The S.A.M.E. approach is structured to help high poverty schools reach improvement goals by focusing efforts in each of three environments **within the school**: *social (how members of the school community behave), academic (how members of the school community engage in teaching and learning), and moral (what members of the school community believe about teaching and learning)*.

The model works because it mobilizes the non-academic aspects of education as resources in support of learning and healthy development, which is exactly the focus of the new provisions of the ESSA. The S.A.M.E. Framework also specifies the roles of teachers and students clearly so that success is assured. Instead of allowing values and behaviors from students' backgrounds to undermine its effectiveness, it challenges and enables schools to enlist the power of culture, values and behaviors *in support* of education.

The social component of the S.A.M.E. framework is the component that determines what it feels like to be in a school and how people treat one another. As the school shapes and enforces the desired social code and the moral code that underlies it, there will be a noticeable and positive change in the school's learning environment. The school's atmosphere will become safer, orderly, supportive and clearly devoted to high academic achievement for all students. The school's traditional emphasis on discipline will be accompanied by a high degree of nurturing. This helps to prevent the loss of children who might otherwise be at risk of succumbing to gangs and other negative forces.

To summarize, the social environment involves:

(Roles/End-Results)

For students:

- Behaving in a way that contributes to a safe, orderly environment
- Acting respectfully and responsibly
- Knowing they will be treated respectfully by others and not be bullied or humiliated
- Solving conflicts in a peaceful way; cooperating, sharing and working together

For teachers:

- Collaborating, helping colleagues who need guidance or support, sharing resources, working enthusiastically on school-wide projects
- Taking responsibility for the success of the entire school and not just their own students.
- Treating co-workers, students, their family members and visitors with respect and kindness
- Nurturing an environment and culture in the school that promotes responsibility

As an external partner, ULLC will work with STO and school stakeholders to:

- assess existing programs within the school that are designed to address student behaviors
- analyze data to determine if existing programs designed to address student behaviors should be supplemented or adjusted to achieve best results
- provide onsite training and support to OCPS staff on the skills, traits and characteristic required *from teachers* on a daily basis to create a *school-wide* culture of excellence
- work with school leadership to develop, implement, and monitor a school action plan that will address student and staff behaviors
- work with the school to infuse school-wide strategies that will assist students in their ability to extract the most critical information from a lesson
- work with school leadership to develop, implement, and monitor a school-wide action plan that will improve the existing instructional program

The school district will provide a behavior specialist to support the social and emotional needs of Carver Middle School students on a daily basis. In addition, the school social worker's caseload has been reduced from five schools to two in order to provide more frequent and intensive support with attendance and family involvement needs.

Effective Leadership

The School Transformation Office, in collaboration with ULLC and Carver Middle School, is seeking best practices in school improvement to increase student achievement for all students. Successful schools have determined that highly engaging instruction with a standards-aligned curriculum focus, driven by meticulous data analysis, are the keys to success in this high stakes testing environment. ULLC coaches, in conjunction with STO personnel, will assist the school leadership team to re-focus its efforts on developing school plans which are heavy on analysis and input from all stakeholders on the front end, and targeted and tenaciously monitored for consistent delivery on the back end. ULLC will provide one leadership coach and two subject area experts to work alongside STO personnel to provide the support needed to achieve success.

The action plan is a six step model that includes data capture and reporting, data analysis, goal/objective setting, action step development, monitoring and adjusting, and communicating the plan, which coincides with the Florida Department of Education’s school improvement process.

Each step in the process is designed to eliminate activity that is not mission critical while maximizing the involvement and buy-in of strategic stakeholders. STO personnel and ULLC coaches will work with the school leadership team to develop accountability structures which engage all faculty and staff in casting the mission and vision of the school and then developing metrics which measure our growth towards accomplishing that mission and vision. The leadership team will determine its current status on the ULLC Leadership Development Rubric and grow towards maximum effectiveness in school leadership. As the team grows in its capacity to lead the faculty to identify and address school growth concerns as demonstrated by its data review, STO personnel and ULLC coaches will lead the staff to create a concise but targeted action plan for school change. Coaches will then lead the team to develop structures to monitor the implementation and effectiveness of the plan to ensure fidelity of implementation. The goal is to achieve a trajectory of continuous improvement and growth in student achievement.

The moral education dimension of the S.A.M.E. Framework addresses belief-systems. In order for Carver to reach its full potential as a school, the stakeholders involved with the process must believe that success is possible. The moral environment within a school is the topic that everyone knows needs to be addressed, but they usually are afraid to even acknowledge this fact out loud. When a school adopts the S.A.M.E. model, it not only acknowledges the importance of the moral environment, but systematically manages it to make sure that the moral code in the school works *with* the school’s efforts, not against them. There is a moral code of some type in every school, whether it is consciously managed by the school or it defaults to negative influences. The S.A.M.E. Framework will help school leaders to seize control of the moral code at Carver to create an environment in which educational leaders, teachers, students, parents and community members believe that academic excellence is more than an idea, but a future reality for all students.

To summarize, the moral environment means:

(Roles/End-Results)

For students:

- Expecting to accomplish meaningful things as an adult, as a result of education
- Having respect for oneself and others
- Acting in ways that exemplify the core values, like responsibility and honesty

For teachers:

- Expecting much of themselves, of fellow teachers and staff and of *all* students — regardless of age, race, gender, or socio-economic status
- Helping to articulate a compelling vision for the school that exemplifies its values, and working at every turn to contribute to the accomplishment of those values

- Utilizing opportunities, large and small, planned and spontaneous, to reinforce core values in every corner of the school and surrounding community
- Nurturing the resiliency that students will need to succeed and overcome difficult patches in their schooling and their lives
- Adapting instructional and classroom management methods to meet with needs of children of poverty, without ever diminishing expectations of them

As an external partner, ULLC will work with STO and school stakeholders to:

- assist school staff with the development of a school mission and vision that will clearly articulate the desired direction of the school
- analyze data to determine if the existing corporate beliefs of the school community are consistent with high achievement for all children
- host school staff on a visit to a high achieving/high poverty school in which the S.A.M.E. Framework has been implemented
- model the behaviors required of school leaders and teachers that are consistent with the belief that high-poverty schools can be highly successful
- provide on-site training to school staff in ways to maximize achievement levels and improve belief-systems in high-poverty schools
- work with school leadership to develop, implement, and monitor a school action plan that will address the belief systems of school stakeholders

Teachers will receive a financial incentive of \$2,600 for working at this school coupled with an additional \$4,800 for the additional time required to teach an eighth-period class. Moreover, \$2,400 per teacher will be allotted to provide professional development during additional planning time and collaboration beyond the normal work day. These incentives are in place to recruit and retain highly effective teachers to our most critical schools.

Efficacy of the S.A.M.E. Framework: Impact on Student Achievement

Extensive evidence supporting the effectiveness of the S.A.M.E. Framework comes from An Achievable Dream (K-8) Academy in Newport News, Virginia. This school served as a “lab school” in which the S.A.M.E. approach has been initiated, refined, demonstrated and documented. Adding to the credibility of this evidence is the important role that evaluation has played in this program. Independent research conducted by the School of Education at the College of William and Mary — both longitudinal studies and a series of special projects addressing specific research questions — provided the hard data to assess and refine the model. Today, the school has expanded to two campuses serving students K-12.

The most compelling evidence supporting the efficacy of the S.A.M.E Framework at An Achievable Dream Academy is the fact that *poor and minority students perform at levels that are typical of white and non-disadvantaged students*. Essentially, by using this holistic framework (S.A.M.E.), the staff at An Achievable Dream closed the achievement gap. Students of An Achievable Dream are drawn from the population subgroups that, in schools across the nation, trail on measures of academic success: disadvantaged (today at least 96% are eligible for the federal lunch program) and minority (97% are African-American). Yet they perform at levels that *exceed those of black and disadvantaged students citywide and approach or, in some cases, even exceed those of white and non-disadvantaged students*.

Key evidence is found on eighth-grade Virginia state Standards of Learning tests. This grade is one of the critical checkpoints along the path to high school and college. Performance at this point indicates whether students are ready for high-school work — particularly at the college-preparatory level. Students who are floundering in the eighth grade have little chance of success in high school and even less chance of going to college. For those reasons, eighth grade performance is one of the key indicators by which a K-12 model should be judged. It’s a telltale sign of achievement and a predictor of future performance in that it comes late enough in the academic sequence to have allowed a model sufficient time to address the needs and disadvantages with which students start school. At the eighth grade level, the performance of An Achievable Dream is impressive.

The table below shows pass rates on Standards of Learning tests for Dreamers compared to black, disadvantaged and white students citywide. The data are typical of a long-established pattern, confirmed in test scores and retention and graduation rates.

**Table 1. Percent Passing 8th-Grade Virginia Standards of Learning Tests
An Achievable Dream and
Citywide Black, Disadvantaged and White Students, 2009**

Subject	An Achievable Dream	Black students city-wide	Disadvantaged students city-wide	White students city-wide
Reading	85%	79%	78%	90%
Writing	96%	84%	82%	92%
Math	81%	73%	72%	81%
Science	80%	83%	82%	95%

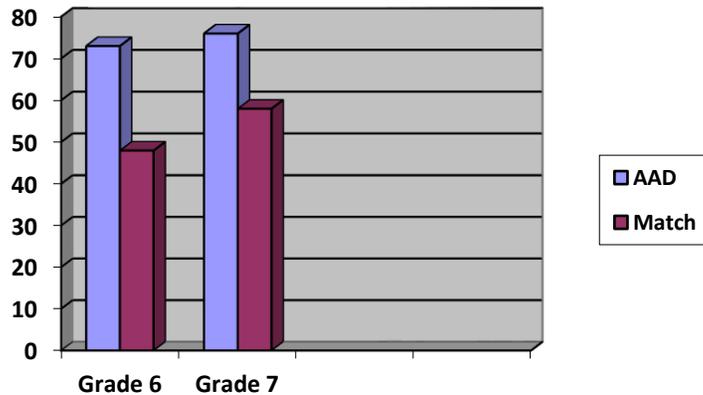
In reading, writing, and math, Dreamers — impoverished and black — perform at levels that exceed those of African-American students citywide by wide margins and, in writing and math, match or exceed those for white students.

Confirmation of the program’s effectiveness is also found in evidence that the advantage of participation grows the longer students are involved. By eighth grade, differences are dramatic. *The longer students are exposed to education based on the S.A.M.E. Framework, the more its effects are apparent.*

The William and Mary Matched Pair Study

Other compelling evidence of the effectiveness of the S.A.M.E. Framework comes from a longitudinal matched-pair study conducted by the College of William and Mary. The students in this research project match the socio-economic status of students who currently attend Carver Middle of OCPS. Each Dreamer in the original cohort was matched with a student who was similar on key variables — race, gender, home school (a proxy for neighborhood), economic background, and achievement level. Comparing outcomes for this control group and Dreamers for the period 1997 to 2003 yielded evidence of the effect of sustained exposure to the earliest iterations of the S.A.M.E. model.

Table 2. Percentage of Achievable Dream and Matched Pair Students Reading on Grade Level as Measured by the Degrees of Reading Power Test



On state Standards of Learning tests, this effect in stimulating academic success is again evident, particularly in core academic subjects. Dreamers outperformed their matched students on reading (81% passing versus 38%), writing (94% versus 57%), and math (84% versus 67%).

Table 3. Percentage of Students Passing 8th Grade Standards of Learning Tests Achievable Dream and Matched Group Students, 2002-03

Test	Achievable Dream	Matched Group
Reading	81	38
Writing	94	57
Math	84	67
History	94	83
Science	87	74

The S.A.M.E. model is designed to address not just the academic but also the social and moral components of education. For this reason, it's essential to look at indicators of student behavior. The matched-pair study indicates that compared to the matched group, An Achievable Dream students had fewer absences and referrals for disciplinary infractions.

Table 3. Attendance and Disciplinary Infractions Achievable Dream and Matched Group Students, 1997-98 through 2002-03

Test	Achievable Dream	Matched Group
Mean absences per year, grades 3-5	4.3	9.3
Mean absences per year, grades 6-8	8.2	12.1
Mean disciplinary referrals per year, grades 3-5	0.9	4.0
Mean disciplinary referrals per year, grades 6-8	1.2	1.7

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

Given the challenge of sustainability evident in school improvement efforts across the United States, it is important to note that An Achievable Dream has been able to sustain a high level of achievement for impoverished and minority students over a significant amount of time.

An Achievable Dream K-5 Academy

Subject	Test Year 2015	Test Year 2016	Difference from 2015	Met Benchmark
English	71%	76%	5%	Y
Math	79%	76%	-3%	Y
Science	81%	83%	2%	Y
History	93%	90%	-3%	Y

An Achievable Dream Middle High School

Subject	Test Year 2015	Test Year 2016	Difference from 2015	Met Benchmark
English	73%	76%	3%	Y
Math	82%	77%	-5%	Y
Science	74%	75%	1%	Y
History	86%	86%	0%	Y

Additional Evidence

Comments from Waukegan, Illinois

Implementation of the S.A.M.E. Framework achieved remarkable gains in Waukegan Public Schools District 60 in Waukegan, Illinois. Teaching and learning practices have improved classroom-by-classroom, and building-to-building. Assessments are better aligned to standards, and student performance indicators present a clearer picture of what our students know and are able to do. District-developed pacing guides are in use in all classrooms, teachers and administrators are delving deep into student assessment data to identify student objective mastery, children whose scores are "on the bubble" and strategizing horizontally and vertically within their buildings to meet the needs of our student population. A review of annual test data indicates that of the 13 schools that have been served by ULLC, each has shown dramatic increases in student performance in all sub-groups of NCLB. Additionally, 5 met targets to achieve AYP, and 2 schools that would have been required to submit a reorganization plan to the State this year, did not have to do so because of achieving adequate yearly progress.

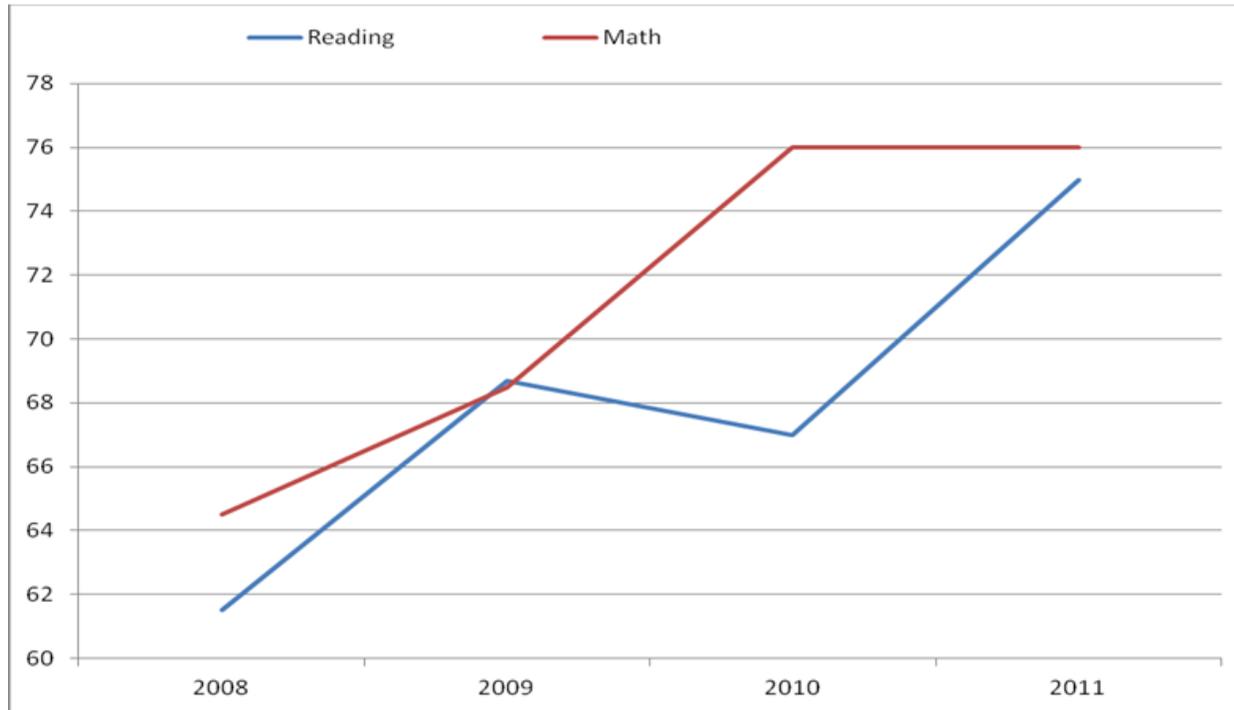
Donaldo R. Batiste, Ph.D.

Superintendent

Waukegan Public Schools District 60

Waukegan, Illinois

Table 17: Average Growth at Four ULLC Middle Schools in Waukegan, Illinois



Urban Learning and Leadership Center has an impressive record of success in helping high poverty schools. Additional data are available upon request.

Strengths of ULLC as partners with OCPS:

ULLC will provide support to the schools and district-based teams that are specifically targeting the "whole" child. One of their strengths which will help support the school transformation office district-based team is the side-by-side coaching of classroom teachers and development they provide to the schools on meeting the social and emotional development needs of the students at the targeted schools (see in TOP). In addition, ULLC will work closely with the school administrative teams and district-based teams providing coaching, feedback and support on rigorous instruction to meet the Florida Standards to meet the individual needs of the students from an objective lens on a monthly

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

Orange County

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)

to bi-monthly basis. The School Transformation Office (STO) will provide follow-up, training, coaching, instructional and behavioral support to ensure recommendations made by ULLC and in collaboration with STO are adhered to on a regular and daily basis. With a decrease of schools in School Transformation Office, (due to schools' improvement) STO and ULLC will provide a very intense support to the schools in order to continue to build teacher capacity.