

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.

0071 Lake Forest Elementary School

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.

The district reviewed data from the executive director's school visits, teacher, parent, and student climate survey information, our district-wide, standards-based, progress-monitoring assessment by teacher for reading and mathematics, and the 2016 Florida Standards Assessment ELA results for third grade students.

Effective Leadership:

The principal and assistant principal worked closely with the Executive Director of School Supervision. Teacher surveys indicate positive feedback regarding support from staff. However, the Executive Director for School Supervision indicates the administration spent a great deal of time working with students' behavior at the expense of being able to provide instructional support for teachers.

Public and Collaborative Teaching:

Teachers engage in collaborative lesson study for one cycle during the school year. Instructional coaches work with teachers using coaching cycles throughout the year. Coaches focus on specific content areas, and since there are a number of them teachers must seek support from several different personnel, which can make scheduling difficult.

Ambitious Instruction and Learning:

14% of third grade students scored level 3 or higher on the FSA ELA, compared to the district and state average of 54% scoring level 3 or higher.

District Assessments, Lake Forest Student Average vs. District Average

Grade	ELA Lake Forest	ELA District	Math Lake Forest	Math District
K	70	78	67	77
1	57	74	52	70
2	48	66	54	66
3	43	59	48	66
4	45	60	40	64
5	41	59	37	60

Data from district assessments indicate that scores of students in Kindergarten are closest to the district average. In general, the discrepancy increases as the grade levels increase. The largest discrepancy overall is between students in the intermediate grades in mathematics.

Safe and Supportive Environment:

The number of referrals from 2013-14 was 165, 2014-15 was 453, and this year 1101 so far. The number of days students were suspended increased from 139 to 433, and then to 356. The increase in these numbers may partially be due to a dramatic increase in the number of students enrolled at Lake Forest Elementary. In 2014-15, the enrollment was 230, and in the 2015-16 school year the enrollment is 516. In addition, student behavior data may have been entered in the student management system more regularly as a result of the change in leadership. In addition, school leadership reports stricter behavior guidelines for students. A review of the data indicates that the primary offenses were defiance and unsafe acts. An analysis of this data indicates a need for additional support.

Family and Community Engagement:

Lake Forest has the support of several community members. These include Compassionate Ministries, Catholic Charities, Westside Baptist Church, Holy Trinity, Bread of the Mighty Food Bank, the Salvation Army, and the Kiwanis Club of Gainesville.. They receive support from the Foster Grandmother program. While a small number of parents are active in the PTA, teachers hold the leadership positions in the PTA. Approximately four parents attend SAC meetings on a regular basis. After multiple attempts for input, the school received four climate survey responses from parents. The school would like to increase the level of parent/family involvement in school-based decision-making.

Lake Forest receives Title I Part A Parent Involvement funds which are used to provide opportunities for parents to receive information, training, and materials to use at home to improve their child's academic performance. For example, Lake Forest staff members provide family literacy and math training at family housing community centers, including Lamplighter, Verdant Cove, and Eastwood Meadows.

Lake Forest also receives services from The Parent Academy, which provides buses to go into the community to provide family empowerment opportunities such as GED prep, job skills, and parenting skills. Each mobile unit has internet-connected computer stations, instructional software, student-leveled readers, and life skill workbooks for parents. In addition, the Parent Academy offers the Parent Emissary Mentoring Program. Mentors will be matched with parents in order to provide coaching in targeted areas including attendance, behavior, and academic skills through a variety of means of ongoing communication (face-to-face, phone calls, texts, and etc.) The Parent Academy surveys parents to determine what types of training best interests them.

Alachua County has a System of Care which provides one system to comprehensively address the needs of at-risk youth and their families. Services may include but are not limited to: helping families to access individual family or group therapy, cognitive behavioral therapy, job readiness and workforce development training, child care, life/social skills, tutoring, and transportation.

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

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 Alachua County School District has selected Option 5, the Hybrid Plan. This plan involves a district-managed turnaround option while adding support from two outside agencies, The Community Foundation of North Central Florida (CFNCF) and The University of Florida (UF) College of Education. The CFNCF will be provide expanded services to address the social emotional needs of students at Lake Forest Elementary. The University of Florida, which has demonstrated a record of effectiveness in school reform, will serve in an advisory role as the turnaround plan is being implemented. In addition, District staff and UF staff will collaborate to co-construct a plan to support teacher development, examine standards-based interventions in curriculum and instruction, and improve school culture. We have made several systemic changes to our district-managed hybrid turnaround plan for Lake Forest.

Changes to Administrative Staff and Support:

- **Principal:** Pending board approval, Karla Hutchinson will be the new principal of Lake Forest Elementary for 2016-17. She is a veteran principal with proven turnaround success.

Karla Hutchinson was on the faculty and leadership team at Rawlings Elementary for several years. In her later years, she served as AP intern. Student performance steadily improved as she became more involved in school leadership decisions. In 2008-9,

Rawlings had a school grade of F. The following year, the grade improved to a D. In 2010-11, the school grade remained a D, but the school earned an additional 24 points. In 2011-12, the last year that Mrs. Hutchinson was part of the school leadership team at Rawlings, the school grade improved to a C. At that time, 90% of students in the lowest quartile demonstrated learning gains in math and 68% showed learning gains in Reading. Rawlings had a minority rate of 98% and a free-and-reduced lunch rate of 98%.

The 2015-16 school year was Mrs. Hutchinson's fourth year as principal of Williams Elementary. For the most recent year that gain scores are available, 64% of students scoring in the lowest quartile showed learning gains in reading, and 62% of students scoring in the lowest quartile showed learning gains in Math. Williams earned a grade of C in 2013-14. Williams Elementary had an 85% minority rate and a 74% free-and-reduced lunch rate.

Currently, Lake Forest Elementary has a minority rate of 85% and a free-and-reduced lunch rate of 91%.

- **Turnaround Lead:** Dr. Catherine Barnes will serve as the turnaround lead for Lake Forest Elementary.

Dr. Catherine Barnes became the Executive Director for School Supervision in 2014. Prior to that appointment, she was a program development consultant and adjunct professor at Jacksonville University. She was principal at Duval County Public Schools from 2006-2012.

Dr. Barnes has been trained by the state of Florida as a turnaround leader and is certified in Danielson and Marzano Teacher Assessment and Evaluation. For three years, 2008-2011, Dr. Barnes participated in the Schultz Center for Leadership Development Principal Academy-Urban Turnaround Leadership and Action Research Institute. In 2009, she also participated in Duval County's Turnaround Leadership Principal's Institute. Dr. Barnes is also certified by the Southern Regional Education Board (SREB) as a professional growth mentor and educational consultant. She is a trainer in cultural proficiency, diversity, and tolerance.

From 2006-2010, Dr. Barnes was principal of Highlands Middle School in Jacksonville, Florida. In her first year, Highlands Middle School earned 420 points for a grade of D. The following year, the school earned 466 points and earned a C, and by 2010 it became the opportunity scholarship school for students attending schools who were Ds and Fs. In her last year at Highlands, 53% of all students made learning gains in reading, and 58% of students scoring in the lowest quartile made learning gains. Also that year, 64% of all students made learning gains in math, and 69% of students scoring in the lowest quartile made learning gains.

Changes to Instructional Staff:

To reduce class size and eliminate combination classes, we are adding two additional teaching units. Three ineffective instructional personnel were removed. The decision to move these teachers was based on their lack of commitment to turnaround, professional development, and intensive reading intervention.

The Social-Emotional/Behavior Team:

In addition to the full-time guidance counselor, the school will employ two Behavior Resource Teachers--one who will manage the Positive Behavior Support program, proactively providing behavior instruction to students and working as the CHAMPS facilitator. The other BRT will facilitate the administrative aspect of student behaviors as well as offer guidance and support to students and families. The team is also comprised of two social workers and a mental health counselor (through the support of the foundation). Additionally, Lake Forest will have a 50% Equity Coach. This coach will work in 4th and 5th grade classrooms to create an awareness and understanding of cultural differences. The impact of this support will enhance academic rigor and civic competence necessary for the 21st century world of work. The Equity Coach will work with teachers in a co-teaching capacity by providing behavioral supports, teaching content, enhancing culturally responsive pedagogy, and mediating safe and collaborative relationships. This Equity Coach has been working with Tier 3 students in a middle school for the past two years. Referral data over the past two years reflects a reduction in referrals by 44% among the most chronically disciplined students. In-school detentions were reduced by 30%, and out-of-school suspensions were reduced by 19%. Classroom Disruption/Defiance (one of the most common referral codes for chronically disciplined students) was reduced by 64%. The Equity Coach has been a public school teacher for fifteen years, and College of Education professor for eight years. She holds her PhD in Curriculum, Teaching, and Teacher Education.

The Social-Emotional/Behavior Team will utilize the early warning system and the data dashboard in our district's data management system to identify and track indicators affecting student performance.

The Academic Team:

The Academic Team will be made up of the Executive Director for School Supervision, principal, assistant principal, FCIM facilitator, and instructional coaches. The Academic Team will meet weekly to coordinate efforts, review and analyze data, discuss implications for instructional practices, and plan support for instructional staff. The Academic Team will meet regularly with the behavior team to ensure that social-emotional needs are considered when planning for quality instruction. The two teams will use the 8-step problem solving model to determine the root-causes and coordinate strategies to address those identified barriers. The FCIM facilitator and instructional coaches will be tasked with job-embedded, focused support, modeling, and feedback for all teachers. The principal and assistant principal will focus on observation, evidence collection, feedback, and follow-up to support effective instruction.

Lake Forest will have two full-time instructional coaches. One will work with teachers of grades K-2 and one will work with teachers of grades 3-5. While the K-2 coaching position is still in the hiring process, P. Gail Billingsley will be the instructional coach who will work with teachers in grades 3-5. She has successfully worked with teachers in DA schools with intensive reading interventions. Gail has 39 years in education, 15+ in the elementary grades. She has extensive knowledge in the area of building collaborative learning environments for teachers and students. Their roles and responsibilities include serving as literacy coaches, mentor coaches, and STEM coaches for Lake Forest teachers only. The benefits of having a designated, full-time instructional coach will allow teachers to develop collaborative relationships in a safe and supportive learning environment. This model will increase the amount of time and support to individual teachers.

The Instructional Coaches as part of the Academic Team will:

- Train and mentor classroom teachers in research-based strategies designed to improve literacy, math, and science instruction and student achievement on state assessments.
- Provide individualized and small-group training and mentoring to teachers.
- Assist teachers in unit and lesson plan development to assure alignment with assessed standards.
- Support the development of effective lesson presentation.
- Provide guidance to improve effective classroom management.
- To develop effective strategies for the effective assessment of student learning and the use of data for curriculum planning and differentiated instruction.
- Assist in data collection to provide guidance to teachers and school administrative staff on student progress towards mastery.
- Provide expertise in high-yield instructional strategies.
- Model lessons, particularly those that provide differentiated instruction and are designed raise the achievement of struggling students.
- Observe instruction and provide feedback to improve instructional quality.

The FCIMS Facilitator as part of the Academic Team will:

- Meet regularly with the school's curriculum leadership team to report on progress monitoring of students in tutorial intervention.
- Oversee disaggregation and interpretation of school-wide, grade-level, and classroom data to determine strengths and weaknesses and formulate school, grade-level, and classroom goals and plans.
- Using student performance data:
 - Work with the curriculum team to identify at risk students
 - Set up intervention sessions for identified students
 - Assist with instructional resources, lesson planning, use of alternative teaching strategies, scheduling, and progress monitoring of students in intervention.

- Facilitate the development of and/or adherence to:
 - Instructional focus calendars identifying benchmarks to be taught,
 - Shared instructional strategies or focus lessons to be used,
 - Timeline of assessments to be administered by school and/or grade level.
- Provide training for teachers on:
 - Test specifications;
 - Using assessment data for instructional planning;
 - Instructional alignment with tested benchmarks;
 - Using instructional calendars;
 - Implementation of focus mini lessons which utilize proven and dynamic teaching strategies.

The Academic Team will utilize the data dashboard in our district's data management system to monitor student progress towards mastery of benchmarks and standards.

Professional Development:

Lake Forest plans for 12 days of summer inservice training. This training will be mandatory for all teachers, and has been fully funded by Title I.

In June, Lake Forest teachers will participate in training on standards-based planning and curriculum development.

In August, teachers will participate in CHAMPS behavior training. The CHAMPS acronym includes conversation, help, activity, movement, participation, and success. This six-step process helps teachers to closely analyze their classroom culture and procedures in order to proactively address student behavior. One of the Behavior Resource Teachers will serve as a coach to support teachers with the implementation of this program throughout the school year.

In addition, instructional coaches and district staff will offer various inservice trainings for teachers based on need throughout the school year.

Differentiated Pay:

Faculty and Staff members who choose to work at Lake Forest may be eligible for differentiated pay. Currently, a differentiated pay plan is being negotiated with the Alachua County Education Association.



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.

Provide professional development to train teachers to unpack the standards and plan challenging lessons that will focus on student learning. Teachers will learn how to ask higher order questions and create lessons that will increase students' critical thinking and problem solving skills.

Provide professional development that will demonstrate strategies for actively engaging students in the inquiry-based learning process. The 5 E method provides a model of instruction that allows teachers to provide lessons that are active, authentic and engaging.

Train the teachers to unpack the standards and study the test item specifications to impact the level of instruction to align with the cognitive complexity of each standard. We are using the Mathematical Practice Standards as a foundation for creating lessons with multiple approaches to activate different learning styles. Teachers will also be trained to use appropriate formative assessment and use the data to inform instruction. The teachers then go back to their individual schools to disseminate the information.

Train the teachers to unpack the standards and study the test item specifications to impact the level of instruction to align with the cognitive complexity of each standard. The use of Mathematical Practice Standards will provide a foundation for creating lessons with multiple approaches to activate different learning styles. Teachers will also be trained to use appropriate formative assessment and use the data to inform instruction. The teachers then go back to their individual schools to disseminate the information.

Implement PLC meetings for sustained implementation of standards based instruction.

Provide professional development for teachers in Positive Behavior Support, with job-embedded coaching by a school-based behavior resource teacher.



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.

We are working to establish a memorandum of understanding with the Alachua County Education Association regarding differentiated pay. This can help address the barrier of teacher recruitment and retention.

Lake Forest has been offered flexibility in scheduling the school day. The 60 minutes of additional intensive reading instruction can be embedded throughout the school day to maximize instructional time. This can help to reduce the effect of limited or fragmented instructional time.

Lake Forest has additional flexibility in spending and staffing. The district has provided the school with additional resources, and the school can choose to use those resources in the ways in which the administration believes they will best serve their students. One specific need, for example, is social-emotional support. As a result, Lake Forest's administration will hire additional staff to address students' social-emotional needs. This will include hiring social workers and contracting with a mental health counselor. In addition, Lake Forest's administration will provide teachers and staff with strategic behavior management/social skills training.

Lake Forest has two dedicated instructional coaches. These coaches work only with Lake Forest teachers at grades K-2 or 3-5. The same person will serve as a literacy, mentor, and STEM coach. Novice teachers will have one support person instead of several different part-time coaches, increasing the amount of time and support. The addition of these staff members will help address the barrier of having teachers that are new to the profession.

District Name:

Pardon for Additional Time

This section is applicable only to districts that have completed two or more years of implementation of a State Board-approved turnaround option plan.

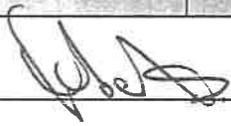
The district requests an additional year to implement the previously approved turnaround option. Evidence that implementation of the current option is likely to improve the school grade is attached. Any substantive edits to the current State Board-approved plan are clearly noted in this form.

Review and Approval

This section is applicable to all districts.

<p>RED Recommendation for Approval of TOP:</p> <p><input type="checkbox"/> Recommend for Approval</p> <p><input type="checkbox"/> Recommend for Approval with Reservation</p> <p><input type="checkbox"/> Do Not Recommend for Approval</p>	<p>Comments:</p> <p>Date of Review:</p>
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Signature:



District Superintendent 		Date 6-21-16