

Bay District Schools 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)

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.

Cedar Grove Elementary 03-0091

Oakland Terrace School for the Visual and Performing Arts 03-0191

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.

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

CIMS: Academic Outcomes Plot in conjunction with School Grade Data, VAM data, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), PLUS² Learning Walk data, Risk Factor Analysis, and Climate Survey results will continue to be used to determine and plan for the following domains as defined in each school's improvement plan: *Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement*. Further, the Turnaround Toolkit discusses areas of strength, weakness, and next steps for Cedar Grove Elementary and Oakland Terrace School for the Visual and Performing Arts.

School grade data for 2015 cannot be compared to 2014 as this marked the change from FCAT to FSA in ELA and Mathematics. See 2015 School Grade information below. 2016 School Grades have yet to be released.

Cedar Grove:

Cedar Grove's school grade data in 2015 ranked a letter grade of D at 35% of possible points earned (based on proficiency only), increasing from a letter grade of F in 2014. Further breakdown of the 2016 scores indicate the following:

School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level					se in Levels 3 Or Above
					1	2	3	4	5	
GRADE 03	03	220,663	301	54	22	24	27	19	9	1
ELA GRADE 03 2015 Retro	03	215,264	300	53	22	25	27	18	7	
CEDAR GROVE ELEMENTARY SCHOOL	03	61	294	43	33	25	33	8	2	7
CEDAR GROVE ELEMENTARY SCHOOL	03	75	290	36	37	27	28	5	3	
ELA GRADE 04	04	209,261	310	52	25	23	26	19	7	-2
ELA GRADE 04 2015 Retrofitted	04	197,630	312	54	21	25	27	19	8	
CEDAR GROVE ELEMENTARY SCHOOL	04	62	299	24	42	34	15	10	0	-4
CEDAR GROVE ELEMENTARY SCHOOL	04	53	303	28	30	42	23	6	0	
ELA GRADE 05	05	200,629	320	52	22	26	26	19	7	0
ELA GRADE 05 2015 Retro	05	196,752	321	52	20	28	26	19	7	
CEDAR GROVE ELEMENTARY SCHOOL	05	62	306	19	53	27	15	5	0	-
CEDAR GROVE ELEMENTARY SCHOOL	05	66	311	30	27	42	21	9	0	11

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					1	2	3	4	5	
MATH GRADE 03	03	220,771	301	61	21	18	28	22	11	3
MATH GRADE 03 2015 Retro	03	215,419	300	58	22	20	27	21	10	
CEDAR GROVE ELEMENTARY SCHOOL	03	61	291	49	20	31	36	13	0	20
CEDAR GROVE ELEMENTARY SCHOOL	03	75	289	29	33	37	25	4	0	
MATH GRADE 04	04	212,169	314	59	24	17	26	20	12	0
MATH GRADE 04 2015 FSA Retro	04	199,291	314	59	23	18	28	20	12	
CEDAR GROVE ELEMENTARY SCHOOL	04	64	302	28	39	33	22	5	2	-20
CEDAR GROVE ELEMENTARY SCHOOL	04	52	313	48	17	35	23	17	8	
MATH GRADE 05	05	202,701	322	55	23	22	24	20	12	0
MATH GRADE 05 2015 FSA Retro	05	198,938	322	55	23	23	25	19	11	
CEDAR GROVE ELEMENTARY SCHOOL	04	64	302	28	39	33	22	5	2	-20
CEDAR GROVE ELEMENTARY SCHOOL	04	52	313	48	17	35	23	17	8	

VAM data for Cedar Grove in 2014 was overall Effective and in 2015 was also overall Effective.

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Current NWEA MAP progress monitoring data indicate **improvement** for each grade level at the Fall and Winter administration of MAP for Grades 2-5.

ELEMENTARY SCHOOL MAP DATA - Fall 2015 (Grades 3-5 ONLY)

School	MAP: Reading 2-5 Mean RIT Score									MAP: Math 2-5 Mean RIT Score									MAP: General Science Mean RIT Score								
	3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade		
	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING
<i>Student Status Norms (Nationwide - Beginning of year)</i>	188.3	195.6	198.6	198.2	203.6	205.9	205.7	209.8	211.8	190.4	198.2	203.4	201.9	208.7	213.5	211.4	217.2	221.4	187.5	192.6	195.4	194.6	198.7	201.0	200.2	203.7	205.8
BAY DISTRICT	189.3	196.2		199.3	204.3		207.4	211.4		189.5	197.0		201.0	207.1		211.0	216.1		188.9	194.0		195.3	199.1		201.8	205.8	
0091 - Cedar Grove	183.2	189.7		191.3	197.2		201.5	205.0		188.1	193.1		195.9	202.7		208.0	212.1		185.3	189.6		190.5	196.2		197.1	201.0	

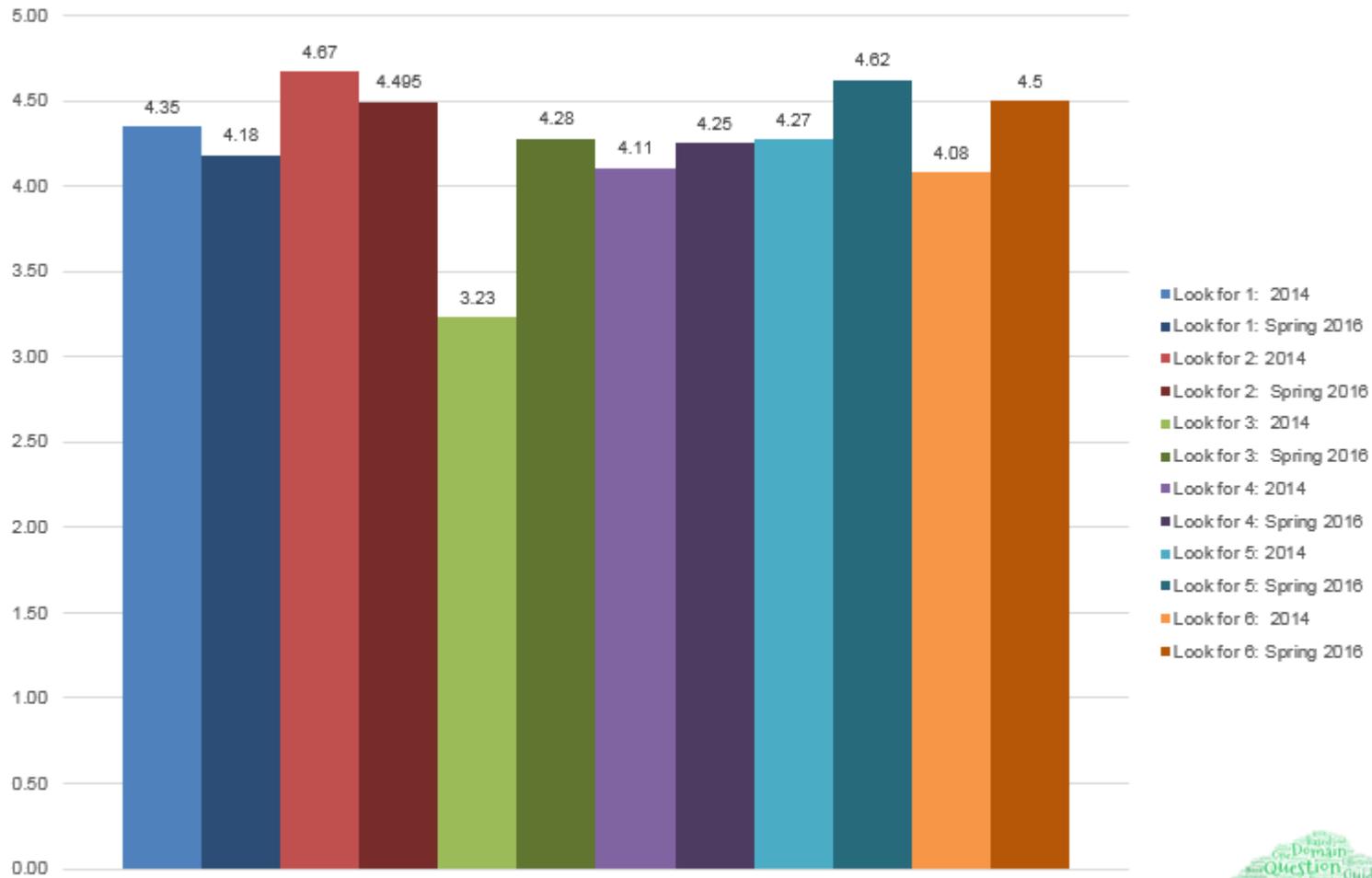
With a pre-defined rubric, Bay District Schools also utilizes the PLUS² monitoring system to collect school-wide data on 6 look-fors;

1. Utilizing the Standard
2. Instructional Framework for English language arts (ELA), mathematics, and other content areas.
3. Levels of Thinking in Tasks and Questions
4. Cognitive Engagement
5. Differentiated Instruction
6. Ongoing Assessment

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BDS PLUS2 Individual School: 2014 to Spring 2016



Cedar Grove



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2016 School Climate Surveys were administered via AdvancED's eProve system measuring on a Likert scale from 0-5. Cedar Grove data indicates the following:

Staff Survey overall score 4.38 (2016):

Purpose and Direction: 4.58 (2016)

Governance and Leadership: 4.54 (2016)

Teaching and Assessing for Learning: 4.22 (2016)

Resources and Support Systems: 4.38 (2016)

Using Results for Continuous Improvement: 4.46 (2016)

Parent Survey overall score of 4.39 (2016):

Purpose and Direction: 4.49 (2016)

Governance and Leadership: 4.36 (2016)

Teaching and Assessing for Learning: 4.43 (2016)

Resources and Support Systems: 4.33 (2016)

Using Results for Continuous Improvement: 4.38 (2016)

Cedar Grove Initiatives:

- SRA school wide with full time interventionist managing paras, groups, interventions etc.- working to build rigor as indicated in student achievement data and PLUS2 Look-for 3 (Levels of Thinking in tasks and questions). 16-17 Rollout of comprehensive ELA Complex Text Initiative to include task cards, paired text to standard by various Lexile's, and progression scales, etc.
- Walk to Read, K-5
- Walk to Math, K, 2, 4, 5 (3rd was due to teacher turnover, 1st grade really focused within the classroom and co-teaching)
- MFAS Task Implementation K-5
- StemScopes science as part of 3 year grant for grades K-5 (15-16 was first year of program)
- Attendance Initiative (Cut students with chronic absences from 112 to 67)
- Community partnership with largest Baptist church in Panama City to support PBIS, attendance
- Increase instructional time for Tier 3 academics by suspending special area (extra 30-40 minutes if here)
- Two Differentiated Professional Development Turnaround days

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Oakland Terrace:

Oakland Terrace’s school grade data in 2015 ranked a letter grade of F at 26% of possible points earned (based on proficiency only), maintaining a letter grade of F in 2014. Further breakdown of the 2016 scores indicate the following:

School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	Percentage in Each Achievement Level					Increase/Decrease in Levels 3 or Above
					1	2	3	4	5	
GRADE 03	3	220663	301	54	22	24	27	19	9	1
ELA GRADE 03 2015 Retro	3	215264	300	53	22	25	27	18	7	
OAKLAND TERRACE SCHL FOR VIS	03	59	291	31	32	37	17	12	2	5
OAKLAND TERRACE SCHL FOR VIS	03	43	290	26	40	35	12	9	5	
ELA GRADE 04	04	209261	310	52	25	23	26	19	7	-2
ELA GRADE 04 2015 Retrofitted	4	197630	312	54	21	25	27	19	8	
OAKLAND TERRACE SCHL FOR VIS	04	47	297	30	55	15	21	4	4	6
OAKLAND TERRACE SCHL FOR VIS	04	50	303	24	36	40	12	12	0	
ELA GRADE 05	05	200629	320	52	22	26	26	19	7	0
ELA GRADE 05 2015 Retro	5	196752	321	52	20	28	26	19	7	
OAKLAND TERRACE SCHL FOR VIS	05	49	306	24	45	31	14	8	2	-6
OAKLAND TERRACE SCHL FOR VIS	05	66	315	30	27	42	14	14	3	

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School Name	Grade	Number of Students	Mean Scale Score	Percentage in Level 3 or Above	1	2	3	4	5	
MATH GRADE 03	03	220,771	301	61	21	18	28	22	11	3
MATH GRADE 03 2015 Retro	03	215,419	300	58	22	20	27	21	10	
OAKLAND TERRACE SCHL FOR VIS	03	59	288	36	46	19	22	14	0	8
OAKLAND TERRACE SCHL FOR VIS	03	43	285	28	47	26	19	9	0	
MATH GRADE 04	04	212,169	314	59	24	17	26	20	12	0
MATH GRADE 04 2015 FSA Retro	04	199,291	314	59	23	18	28	20	12	
OAKLAND TERRACE SCHL FOR VIS	04	51	297	29	51	20	20	6	4	-3
OAKLAND TERRACE SCHL FOR VIS	04	53	299	32	45	23	17	11	4	
MATH GRADE 05	05	202,701	322	55	23	22	24	20	12	0
MATH GRADE 05 2015 FSA Retro	05	198,938	322	55	23	23	25	19	11	
OAKLAND TERRACE SCHL FOR VIS	05	49	307	29	47	24	20	4	4	1
OAKLAND TERRACE SCHL FOR VIS	05	67	310	28	36	36	22	4	1	

VAM data for Oakland Terrace in 2014 was overall Needs Improvement and in 2015 increased to overall Effective.

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Current NWEA MAP progress monitoring data indicate **improvement** for each grade level at the Fall and Winter administration of MAP for Grades 2-5.

ELEMENTARY SCHOOL MAP DATA - Fall 2015 (Grades 3-5 ONLY)																											
School	MAP: Reading 2-5 Mean RIT Score									MAP: Math 2-5 Mean RIT Score									MAP: General Science Mean RIT Score								
	3rd Grade			4th Grade			5th Grade			3rd Grade			4th Grade			5th Grade			3rd Grade		4th Grade		5th Grade				
	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING	FALL	WINTER	SPRING			
<i>Student Status Norms (Nationwide - Beginning of year)</i>	188.3	195.6	198.6	198.2	203.6	205.9	205.7	209.8	211.8	190.4	198.2	203.4	201.9	208.7	213.5	211.4	217.2	221.4	187.5	192.6	195.4	194.6	198.7	201.0	200.2	203.7	205.8
BAY DISTRICT	189.3	196.2		199.3	204.3		207.4	211.4		189.5	197.0		201.0	207.1		211.0	216.1		188.9	194.0		195.3	199.1		201.8	205.8	
0191 - Oakland Terrace	184.3	191.6		187.7	195.7		194.6	203.7		182.8	190.8		190.7	197.3		202.3	205.9		not tested	not tested		188.5	not tested		194.7	201.9	

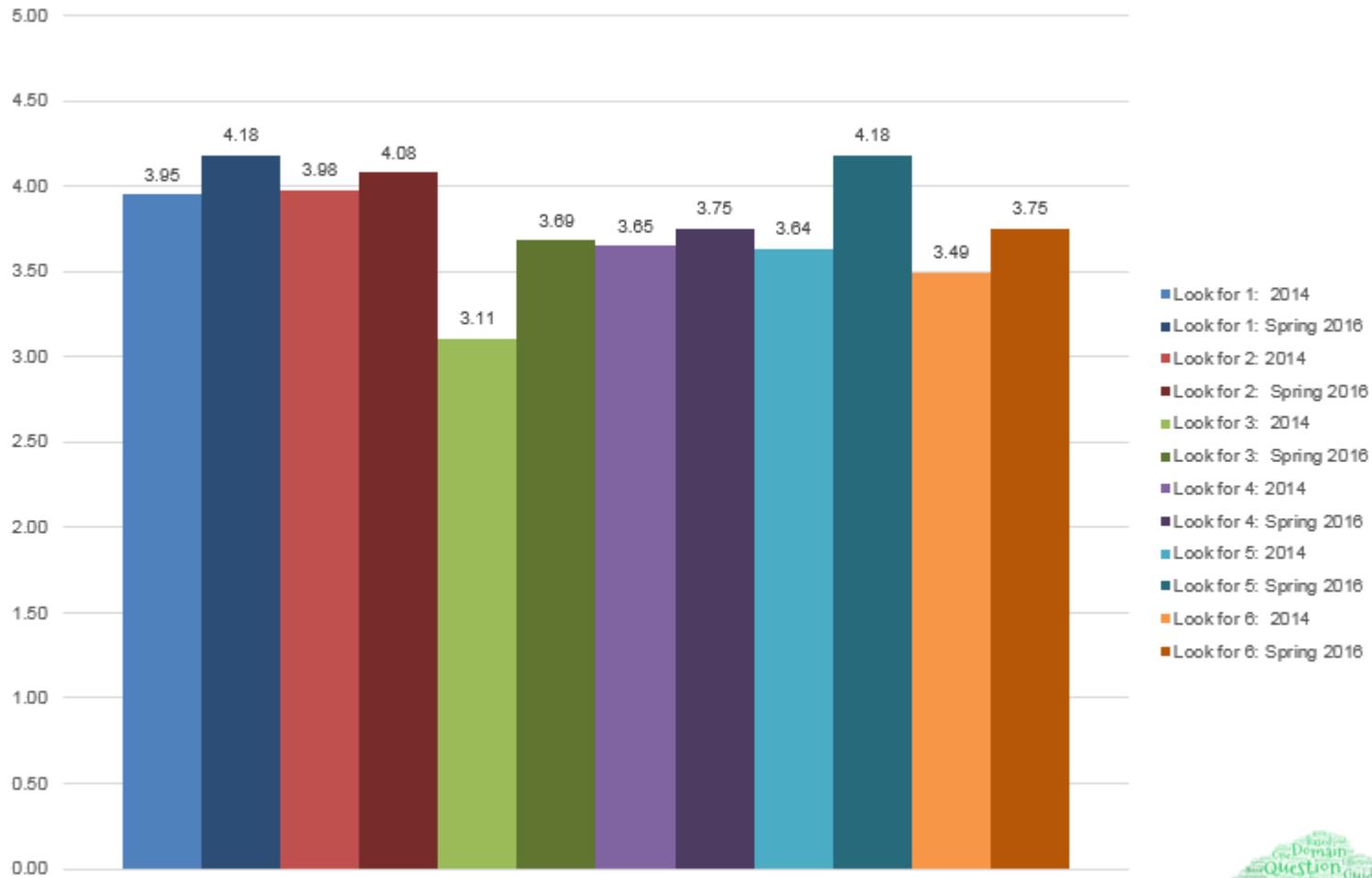
With a pre-defined rubric, Bay District Schools also utilizes the PLUS² monitoring system to collect school-wide data on 6 look-fors;

1. Utilizing the Standard
2. Instructional Framework for English language arts (ELA), mathematics, and other content areas.
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BDS PLUS2 Individual School: 2014 to Spring 2016



Oakland Terrace



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2016 School Climate Surveys were administered via AdvancED's eProve system measuring on a Likert scale from 0-5. Oakland Terrace data indicates the following:

Staff Survey overall score 4.42 (2016):

Purpose and Direction: 4.62 (2016)

Governance and Leadership: 4.58 (2016)

Teaching and Assessing for Learning: 4.29 (2016)

Resources and Support Systems: 4.41 (2016)

Using Results for Continuous Improvement: 4.47 (2016)

Parent Survey overall score 4.51 (2016):

Purpose and Direction: 4.56 (2016)

Governance and Leadership: 4.44 (2016)

Teaching and Assessing for Learning: 4.51 (2016)

Resources and Support Systems: 4.55 (2016)

Using Results for Continuous Improvement: 4.56 (2016)

Oakland Terrace Initiatives:

- Implementation of SRA at K, 3, 5. Wonders at 2, 4. 16-17 Rollout of comprehensive ELA Complex Text Initiative to include task cards, paired text to standard by various Lexile's, and progression scales, etc.
- Tyner at K-2
- MFAS Task Implementation (Grades 1, 3-5)
- StemScopes science 3-5
- Connect to Comprehension for Tier 2 and Tier 3 intervention
- ELL Newcomer Program
- Simplifying RtI Pilot (16-17 school wide roll out)
- Community partnership with Raymond James and GAC
- Peacefirst (implementing 16-17)
- Fine Arts- Drama, Ukeles
- Guys on the Go
- Orca Pearls
- Full Time Social Worker
- Additional hour of instruction
- Two Differentiated Professional Development Turnaround days
- 2 Days Math- Common Assessment, Instructional Shifts, MAP Data Review

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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.

Bay District Schools has compelling evidence through data indicated in Item 4 which show both TOP schools are improving given various data points. With the recent release School Grades, Cedar Grove dropped to an F by 1 point, but the grade is under appeal and we foresee moving to remain a D. Oakland Terrace improved from an F to a D. For the past two years, Bay District has embraced a systemic approach for progress monitoring student achievement and instructional practices and we continue to support both Cedar Grove and Oakland Terrace in their improvement efforts.

Bay District Schools is also dedicated administrators with years of experience, leadership, and consistency at both turnaround schools. Mr. Phillip Campbell, Principal of Cedar Grove Elementary, has been in administration for eleven years with six at Cedar Grove. Mr. Lendy Willis, Principal of Oakland Terrace School for the Visual and Performing Arts, has been in administration for twenty-five years with three at Oakland Terrace. Both principals are dedicated to overcoming the barriers that face each of these schools and are striving to lead both schools out of turnaround status.

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Additionally, Bay District Schools will be partnering with TNTP (The New Teacher Project) to assist in building the capacity of teachers at Cedar Grove and Oakland Terrace. TNTP's approach is focusing on three areas: rigorous academics, talented people, and supportive environments. Bay District will continue to provide the support as outlined below in addition to the recommendation and guidance of TNTP.

16-17 BDS Curriculum Support:

- Monthly visit by Director of Elementary Instruction to support principals, conduct learning walks with Google Form to provide teachers specific feedback with school administration.
- Bi-monthly visit by Instructional Specialist for School Improvement to support principals, conduct learning walks with Google Form to provide teachers specific feedback with school administration.
- Differentiated Professional Development. 2 PD Days to focus on School Grade data, analyze data for upcoming students to anticipate learning gains needed for 16-17 FSA, etc., focus on rollout of comprehensive ELA Complex Text Initiative to include task cards, paired text to standard by various Lexile's, and progression scales, etc, time to plan with PLCs.
- Full Time ELA/Math Coaches assigned
- Continue ELA/Math Liaisons for every grade level to build capacity and strengthen PLCs. Science Contacts for 5th grade.
- Common Formative Assessment training with Cassie Erkens, expand on PLC work and CFA.
- PLUS2 monitoring.

16-17 BDS Structural Support:

- BDS Teacher Contract for Differentiated Performance Pay of \$5,000 and Principal Incentive Pay from \$2,500 to \$10,000
- Title 1 distribution and supports for both schools
- ESE Inclusion funds to support inclusion initiative
- Additional requests met through Title 2

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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.

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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).

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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.

The PLUS² monitoring system is used to provide feedback, reallocate supports and resources, and collect data relative to student performance and the instructional practice. The PLUS² process is twice per year with a follow-up meeting with the principal between Cycle 1 and Cycle 2. The turnaround lead will visit each TOP school bi-monthly to discuss progress with the principal, participate in leadership team meetings, conduct learning walks using a form that will provide feedback directly to teachers regarding the PLUS² lookfors and other related data. Additionally, once per month, the Director of Elementary Instruction will visit the school to discuss progress with the principal, conduct learning walks, and support the principal. Instructional coaches for both ELA and mathematics will be on campus to provide job-embedded support in the classrooms.

Further, in addition to the earned units at both schools, each school has been allocated with additional units.

Cedar Grove: 8 units

ESE Pre-K- 1 unit

Autism- 2 units

Intervention Teacher- 1 unit

Title I Resource Teacher- 1 unit

ESE Inclusion Teacher- 1 unit

ESE Resource Teacher- 1 unit

Social Worker 1 unit

Oakland Terrace: 6 additional units

ESE Pre-K- 2 units

Student Services Specialist- 1 unit

ESOL- 2 units

Social Worker- 1 unit

1. Phase 2

Option 2: Closure

Areas of Assurance

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

Assurance 1

The district shall close the school(s) and reassign students to higher-performing schools in the district.

Assurance 2

The district shall monitor the reassigned students and report their progress to the department for three years.

Implementation Plan

Closure 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 students 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 3: Charter

Areas of Assurance

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

Assurance 1

The district shall close the school(s) and reopen as a charter or multiple charters, in accordance with section 1002.33, F.S.

Assurance 2

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

Assurance 3

The district shall select a charter organization that has a successful record of providing support to high-poverty, low-performing schools, and provide evidence of its success.

Assurance 4

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

Charter 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 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.

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.

In addition to the District Managed Turnaround plan, BDS has partnered with TNTP (The New Teacher Project) to examine the effectiveness of the academic program, instructional and leadership capacity, as well as culture of the school for Cedar Grove and Oakland Terrace.

The approach with TNTP developed for Cedar Grove and Oakland Terrace is as follows:

- Clear academic priorities will be identified and strong curricular resources, and relevant, aligned coaching will be in place for teachers.
- TNTP will partner to identify the root causes of these challenges and generate solutions that can be implemented efficiently and systematically.
- TNTP will look across multiple systems, diagnose challenges, and recommend effective support.
- A three-pronged approach will be embraced centering on leadership, academics, and culture, primarily focused on identifying the gaps in instruction and other systems, providing a baseline of training on essential knowledge of the Florida Standards, and

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

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recommending improvements for the future.

- Baseline essential training will be delivered on the Florida Standards and instructional shifts, directing school leaders, coaches and district staff to essential information and materials.

Additionally, Bay District Schools will continue the PLUS² systemic monitoring system to provide feedback, reallocate supports and resources, and collect data relative to student performance and the instructional practice. PLUS² occurs twice per year with a follow-up meeting with the principal between Cycle 1 and Cycle 2. The turnaround lead will visit each TOP school bi-monthly to discuss progress with the principal, participate in leadership team meetings, conduct learning walks using a form that will provide feedback directly to teachers regarding the PLUS² lookfors and other related data. Additionally, once per month, the Director of Elementary Instruction will visit the school to discuss progress with the principal, conduct learning walks, and support the principal. Instructional coaches for both ELA and mathematics will be on campus to provide job-embedded support in the classrooms.

Further, in addition to the earned units at both schools, each school has been allocated with additional units. Strategies to recruit highly effective teachers have been employed, such as a performance incentive of \$5,000, first opportunity to list and hire instructional vacancies, and Superintendent recruitment of highly effective teachers to transfer to Cedar Grove and Oakland Terrace.

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

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District Name: Bay District Schools

Petition 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 Approvals

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