

## 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.

Hyde Grove Elementary School MSID 2141

## 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.

After reviewing current and historic enrollment and academic performance, the Superintendent recommended to the School Board that the district close Hyde Grove Elementary as a traditional K-5 institution. Instead, the building will be used as an Early Learning Center beginning in the 2016-17 school year. Stakeholders from the school and throughout the community were engaged in the recommendation, which was subsequently approved by the School Board. The needs assessment demonstrated that numerous schools within the same geographic area were all challenged by the same factors of low achievement levels, lower residency rates, challenges with high quality principal and teacher recruitment, and poor early learning options. These conditions stretched district resources in an unsustainable pattern. A focus on dramatically upgrading early learning in the area was necessary to eventually improve student achievement within the feeder pattern.

### 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.

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The district turnaround model was not sustainable for consistent improvement based on human capital challenges and the need for the district to support multiple schools in the same geographic area.

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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).

**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.

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### 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.

The district closed Hyde Grove Elementary and converted the building to an Early Learning Center serving 3 year olds to 2<sup>nd</sup> graders. This will enable educators to focus on an early learning intervention model to ensure students are ready to achieve grade level expectations by 3<sup>rd</sup> grade. Students previously enrolled or zoned to Hyde Grove were reassigned/zoned to a “C or higher school” and were provided the opportunity to attend other district schools that were higher performing through the district’s choice process. The Duval Teachers Union agreed to reconstitute the Early Learning Center with select teachers and paraprofessionals. The Early Learning Center will offer an arts integration curriculum, a fully released reading interventionist for small group instruction, a parent liaison to engage parents, and a behavior interventionist to support teachers with disruptive students. A partnership with the University of Florida’s Lastinger Center will provide ongoing professional development to teachers with a focus on early literacy. In addition, all teachers will be trained in the Orton-Gillingham multi-sensory approach to reading instruction. A new principal was selected for the school who successfully led a lower performing elementary school to a 63 point increase the previous school year based on proficiency alone.

Students who previously attended Hyde Grove Elementary or were zoned for the school’s previous attendance zone have been reassigned to two higher performing schools, which are a “C or higher”. The two schools are Westview K-8 and Pinedale Elementary. Students are provided transportation to these schools. In addition, if parents decided to enroll their students at a school that was a “D” or “F” through the district’s choice process despite being assigned to a “C or higher school” then the district sent a letter to these parents informing them that their students were assigned to a “C or higher school.”

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A list of those students reassigned to schools that were “C or higher” will be provided to the Differentiated Accountability team, and the district will submit a quarterly progress monitoring report for those students.

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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.

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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.

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**District Name: Duval**

**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><b>RED Recommendation for Approval of TOP:</b></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><b>Comments:</b></p> <p><b>Date of Review:</b></p>
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**Signature:**

\_\_\_\_\_  
**District Superintendent**

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**Date**