



FLORIDA DEPARTMENT OF EDUCATION

# 2016 TOP Template

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Turnaround Option Plan (TOP) – Phases 1 and 2

Planning in 2015-16 for Implementation in 2016-17

## 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.

Endeavour Elementary

MSID 05 1051

### 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.

Needs assessment methodology includes Student Achievement Data, EDI Insight Survey Data, PBS data, AdvancEd Self Assessment and Survey Data, Risk Factor Analysis etc.

Results reveal the following opportunities: CAT revealed students in need of socio-emotional and mental health support, improved parent & community involvement, EDI survey reveals need for additional professional development for instructional staff in both ELA and writing and increased feedback from peers and leadership.

**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.

**Based on the following data the district has determined that District Managed Turnaround is the best option.**

- Outcomes related to school environment including school culture, connectivity, and teacher and leader engagement and effectiveness reveal progress towards SIP goals.
- Stakeholders emphasize confidence in school leadership and a belief in district support.

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

Brevard County Public Schools

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- District restructuring with a focus on leading and learning and a new strategic plan will lead to increased monitoring and mentoring of Endeavour leadership, instructional staff and culture.

## 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.

**Goal 1: District leadership will support principal and educator effectiveness at Focus Schools to build capacity of teachers to improve student outcomes and close achievement gaps.**

S1: Enhance the on-going professional development model for teachers to include both content and instructional strategies that ensure all students master the Florida Standards.

A1: Using a variety of data points to include, but not limited to, FSA, IPPAS, ACT, FAIR, to determine PD needs and gaps start to strategically plan with the division of Leading and Learning to determine support structures for teachers.

A2: Identify trends across the district that need to be addressed through the PD plan.

S2: Provide professional development centered on cultural sensitivity and understanding the learning needs of diverse populations and under-resourced learners (the plan for implementation is located in objective 1D).

S3: Establish a district framework for conducting instructional reviews (including the components of the instructional review and a determination of which schools are in most need of a review) and provide instructional reviews to a subset of schools by need.

S4: Develop a system of leading indicators, which may include rigorous tasks aligned to the standards, to progress monitor the implementation of standard based instruction at all schools.

**Goal 2: District will build staff capacity and district infrastructure at Focus Schools to equitably support every student's socio-emotional needs.**

S1: Analyze existing programs in the area of social-emotional supports to inform policy, procedures, and program equity for all students in Brevard Public Schools.

S2: Develop, research, and implement programs and supports to address the social-emotional needs of all students in Brevard Public Schools (see connection in Objective 1B and 1E):

S3: Develop and communicate an intervention matrix and a matrix of universal supports which outline comprehensive services for all students, including those at risk, students served in alternative settings, students from diverse backgrounds, students with disabilities, LBGTQ students, and students who speak English as a second language.

S4: Build educator capacity through matrix of professional development offerings including intervention and restorative practices including :

- o Cultural competency (all);
- o Behavior management (targeted);
- o Trauma-informed care (all/overview, targeted/in-depth);
- o Universal Design for Learning (targeted);
- o Alternatives to suspension (all);
- o Positive Behavior Intervention and Support/CHAMPS (targeted); and
- o Other programs identified through program analysis (targeted).

S5: Analyze and create policy and/or administrative procedures in the area of social-emotional support for students.

**Goal 3: District leadership will build principal capacity at Focus Schools to develop and spread highly effective practice and support to all employees in professional growth and continuous improvement**

S1: Identify needs and differentiate the level of district support and/or guidance needed to develop.

S2: Develop and implement a training model for building principal capacity. Targeted professional learning based on principal need will include:

- o Developing Principal knowledge of highly effective instructional practices.
- o Creating small groups of principals to work together to improve their practices.

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- o Job embedded coaching and mentoring led by district leadership and lead principals.
- o Principal facilitation using the “problem of practice model” in an effort to create true principal PLC’s
- o Create a strong mentorship program for principals of Focus schools