



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**

**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.

Robert C. Markham Elementary (1671), Colbert Elementary (0231), Lake Forest Elementary (0831), Lauderdale Lakes Middle School (1701), Oriole Elementary (1831), Park Ridge Elementary (1951), Pinewood Elementary (2811), Thurgood Marshall (3291), Walker Elementary (0321), Watkins Elementary (0511)

### 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.

Student Success Opportunity Schools (SSOS) is a strategic initiative by Broward County Public Schools (BCPS) to review the performance of schools utilizing a variety of criteria, such as student academic performance, school enrollment, climate, facilities and other local factors. SSOS provides an opportunity for the District to work with parents, students, staff and community members to discuss the potential educational options available for students that are sustainable and promote increased student achievement. The District's SSOS model provides for interactive dialogue involving the generation of problem solving ideas and the gathering of input from all community stakeholders. The community stakeholders encompass a wide range of community partners including parents, community advocates, local businesses, homeowner associations as well as elected officials. This process requires all identified schools progress through substantial reform/restructuring. The 30 identified Priority and Focus schools are automatically included for review, as well as any other schools that are performing below the required threshold on the District's 34 School Performance Framework (SPF) indicators (thus, school grades are not the only indicator for becoming an SSOS school). The Office of Portfolio Services and the Office of School Performance and Accountability (OSPA) in collaboration with district departments provide oversight of the SSOS process. Unique school demographics, including enrollment and capacity needs, as well as any changes in student assignment data is analyzed for review and proposal recommendation as well.

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Participation of stakeholders at the earliest point in the SSOS/boundary process is critical. District staff examines academic performance, student attendance, school discipline, current enrollment, projected enrollment, programmed facility improvements, special programs such as Exceptional Student Education clusters, Headstart programs, and Magnet Programs, class size reduction, student reassignment information, and school feeder patterns. This information is also used to determine which schools are moving toward under/over-enrollment and/or will need academic and/or social-emotional interventions. There are several opportunities for public input during this process which allows district staff to work through input provided by the stakeholders to ensure that the needs of the communities, students, and staff are addressed through weekly district Chief of Staff meetings.

Chief of Staff meetings, headed by BCPS Chief Portfolio Services Officer, serves as the body of facilitation for the SSOS process. This is to provide individualized tailored attention to the schools and community's unique needs. Initial meetings are held with the administration and staff of each school to get first hand input from those closest to the students. After data from the District's 34 School Performance Framework (SPF) indicators has been analyzed a series of Community Forum meetings are scheduled and communicated to the public. These Community Forums are designed in a segmented format: 1) General Session detailing the process, individual school data and next steps; 2) Breakout Sessions for each identified school in the process for gathering and recording additional (+/-) comments and input from stakeholders; 3) General Session Recap to present individual school/community questions and concerns generated from the breakout sessions; and 4) FAQs are then researched, developed and posted on the District's SSOS and Demographics & Student Assignments web pages.

**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.

In addition to the Community Forums and breakout sessions, individual school based meetings also occur. At the conclusion of the breakout sessions, a sign-up for community volunteers is requested in order to serve on the school level SSOS Steering Committees. Monthly meetings are scheduled to include these community stakeholders in the review and consideration of ideas as well as the decision making process for designing instructional models to transform schools. Throughout the entire process, district data resources are available for all schools to assist them with monitoring the effectiveness of academic and behavioral supports in reading, mathematics, science, writing, and engagement (e.g. behavior, attendance). In order to determine best instructional practices, each school is required to review and complete an inventory of resources that are available at their school site. Data indicators of success in these resources are used to determine next steps and which resources may continue or be eliminated for a better strategy. District curriculum specialists work very closely with each school as this curriculum and resource review process takes place. The SSOS Steering Committees engage in problem-solving activities to efficiently and strategically re-allocate resources appropriately in order to achieve the highest impact for curriculum programming and funding. Initial recommendations are shared with the District Chief of Staff (District Level SSOS Committee) committee for review and further refining of program implementation, allocation of resources, additional Community Forum meetings to share ideas and through a community consensus building process, finally, School Board approval.

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The District's process of the development and implementation of turnaround plans (SSOS Plans) and other school-level interventions includes the Principal's involvement with each component. As community meetings are held the Principal plays a critical role in communicating directly with school level stakeholders as well as building staff and community momentum to effectuate significant change. The principal is essential in creating school level support through positive public announcements with the support of the District Public Information Office and orchestrates the on-site logistics for new or significantly revised programs. The Principal is also a required part of the Steering Committee to develop recommendations to the District for Turnaround Option Plans. The seated Principal or new principal is responsible for implementing the Turnaround Option Plan with support from district departments to include the appropriate hiring of staff, professional development plans, allocation of Board approved resources and the fidelity of interventions implementation in collaboration with the staff and Florida Department of Education Region Team.

### 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.

#### Determining School Needs

In an effort to develop a plan to target the needs of our most fragile schools, principal supervisors conducted data analysis to gather information. The focus centered on specific leadership actions, level of expertise of teachers, as well as intervention programs and materials used for instruction. (Can we keep these considering they are specifically about the 9 schools from the last TOPS report???)

We found the following trends in the schools that have *increased* student achievement:

- The principal's vision and leadership actions were comprehensive
- Implementation of ongoing progress monitoring utilizing running records, use of common formative assessments and common planning.

For the schools that *maintained or decreased* their level of achievement, the following trends were found:

- Instructional personnel changes were common (internal shifts and/or external transfers),
- A lack of cohesion among the components being implemented,
- 50% had changes in leadership within the last three years. (This is accurate as I recalculated)

Therefore, it is imperative that administrators and teachers in these settings are provided with levels of support and guidance beyond what

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they have been receiving. A detailed analysis and deliberate focus on academic leadership effectiveness as well as leadership gaps is a vital component in the improvement of performance of teachers and raising student achievement.

**Data Analysis:****Literacy**

50% of the schools increased proficiency levels in at least two grade levels. 20% of the schools increased in all tested grade levels. The data indicates that progress in being made in the area of Literacy; however, schools still need support to continue growing their proficiency rates, particularly in fourth grade.

**Math**

40% of the schools increased proficiency levels in at least two grade levels. The data further indicates that progress is being made in the area of Math, especially in 3<sup>rd</sup> grade; however, schools still need significant support in fourth grade to increase proficiency levels.

**Science**

80% of the schools decreased proficiency levels in the area of Science. The data indicates that increased support needs to be provided to schools in this area.

For some, effective instructional leadership is not innately acquired; therefore it is necessary to provide ongoing support, guidance and coaching. BCPS believes innovative, research-based leadership development and reform is key to success. With that in mind, we are bringing the Leadership Development Department into the Division of OSPA. Therefore, the advancement of professional development for coaching and supporting leaders within the District will be the focus of the Leadership Development Department.

In order to effectively address each schools' greatest areas of need across the domains, BCPS recognizes that the key components for success include:

**Effective Leadership**

- Increased support for schools through strengthening Central Office structures and communication
- Reduce ratio of supervisors to principals which increases consistent support through coaching and mentoring leadership
- Improving the quality of instruction: Improving instruction by raising the quality of human capital in a building and by changing practice through new structures and supports
- Expand instructional leadership capacity through coaching and mentoring instructional leaders

**Public and Collaborative Teaching & Ambitious Instruction and Learning**

- Refine student intervention/enrichment programs for student success by including a focus on Tier I Instruction

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- Incorporate professional development on Florida standards to increase standards based planning and instruction
- Implement Professional Learning Communities where standards and data are discussed to improve instructional practice
- Integrate support for school based coaches through coaching Professional Learning Communities
- Provide coaching and modeling to teachers facilitated by school based coaches

### Safe and Supportive Environment

- Expand “wraparound” services for students by providing social and emotional supports for students
- Improve Response to Intervention processes by targeting appropriate tiered resources and monitoring implementation

### Family and Community Engagement

- Increase parental involvement by providing parent academic nights, access to resources, and improved communication
- Survey the community to identify needs that will assist with supporting the home-school connection

## 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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BCPS has implemented a District-Managed Turnaround model for under performing schools for the last three years. This has been accomplished through the SSOS initiative, whereas schools have been restructured to meet the unique needs of the school and surrounding communities. While this model is effective, research has supported that principal supervisors' span of control has a direct impact on school/student success. BCPS believes, by reducing the span of control for principal supervisors by 50% lower than our current ration of 24:1 we can make a positive impact on our most critical schools ~ 10:1 ratio. BCPS believes, through the use of research suggesting this reduction is necessary for improved performance, coupled with research-based professional development, including our partnership/collaboration between the Wallace Foundation, the Council of the Great City Schools and BCPS, all schools can and will be successful.

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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.

Key personnel make up the Broward County Public Schools District Leadership Team. This team includes the Superintendent’s Cabinet (Division Chiefs), The Senior Leadership Team (Executive Directors) and the Agenda Preparation Group (various School-based level chairs of Executive Boards and District-based Directors and Chiefs).

##### **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.

The Chief of the Office of School Performance and Accountability and Cadre Directors meet on a weekly basis to provide updates on upcoming events, the delivery of information from the Superintendent’s Cabinet as well as any topics concerning school processes and procedures regarding OSPA. OSPA Cadre Directors meet weekly for the purpose of calibration and planning within and across all levels concerning performance of schools. District departments communicate and present the implementation of District initiatives and rollouts.

OSPA Cadre Directors serve as leaders of learning providing tailored content modules for interactive Sub-Cadre learning aligned to BASA indicators and surveyed schools’ needs facilitated in small groups: half day with teams of teachers and principals with Academics and half day Cadre Directors facilitating principal’s learning. There will be a deliberate focus to engage instructional leaders

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in monthly professional learning communities on topics related to governance (operations) & Board processes, setting expectations, acquiring the CCSSO Standards and content related to academic improvement within the schools that they support.

Former managerial oversight of operational support services such as budget, boundaries, school psychologists, social workers, parent/community concerns and audits were realigned to other district divisions and within OSPA. The Office of Service Quality (OSQ) will serve as the division's customer service arm by acting as the district's liaison between the schools, parents, and the community. OSQ provides assistance to principals with school improvement planning, accreditation, and implementation of state/federal educational standards. These structures shift the workload of each Cadre Director, allowing for a laser focus on improving principal performance.

**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.

The Chief of Office of School Performance and Accountability is the turnaround lead. The OSPA Chief revisits current portfolios of schools for the purpose of analysis of effectiveness of Cadre Directors matched with turnaround schools. These portfolio of schools are fluid to provide the most conducive and effective type of support and guidance to maximize school success. The OSPA Chief 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.

Within the District, operational flexibility is implemented through strategies that support schools through effective leadership. Appropriate resources are provided to schools to design the master schedules, provide common planning time for data-based decision making within the problem-solving process, and to participate in job-embedded professional development and PLCs with Lesson Study Groups. For instructional placements, principals at schools implementing a District-managed turnaround model have the option to advertise and hire new teachers to the District or transfer teachers if no other vacancies exist. The District annually works with the Broward Teachers Union to exempt these schools from reduction in force or receiving surplus teachers through a Memorandum of Understanding. The BCPS provides opportunities to waive District policy or contract items that may impede progress of the School Improvement Plan activities, including but not limited to, Professional Study Days, changes in instructional schedule, and exam exemption.

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School-Based leadership is charged with implementing common planning to fidelity. Common Planning occurs by grade level at the elementary level and among subject area and/or teaming at the secondary level. Common planning technical assistance is offered by the District, with the support of the Florida Department of Education Region Team. Monitoring of school-based leadership, to include common planning, occurs at the District level.

### **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.

A teacher candidate must provide at least two acceptable references, one being from their last principal. Broward teachers that received a less than effective evaluation are not eligible for rehire. Former Broward teachers' overall evaluation ratings are available for the hiring principal to review and the office of Talent Acquisition verifies references/evaluations upon recommendation.

### **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.

**Instructional Practices Districtwide** – Once a teacher earns 5 Beginning/Not-Using Datamarks within the BrIDGES Evaluation System/iObservation, we communicate with the administrator to ensure the Performance Interventions are being provided. The following are the next steps:

- 5 Beginning/Not-Using Datamarks within the BrIDGES Evaluation System/iObservation, communication with the administrator is initiated to ensure the Performance Interventions are being provided
- 5-7 Beginning/Not Using Datamarks, administration is encouraged to have informal discussion with the educator to share recommended strategies for improvement
- 8 Beginning/Not Using Datamarks, an administrator meets with the educator to discuss the areas of concern, provide assistance, and explain possible consequences if the employee fails to improve.
- 10 or more Beginning and/or Not Using Datamarks, an average IP Score of Needs Improvement or Unsatisfactory, and at least 2 formal and one additional observation, a Performance Development Plan (PDP) may be written. If a plan is developed it shall be done so by a credentialed administrator in collaboration with the educator.

We have Peer Reviewers that are deployed to assist teacher improve their practices. Once receiving assistance (school/district support), teachers are considered to be on a Cycle of Assistance. If they improve, the support is gradually released to ensure success continues. If performance is not improved, the administrator may formalize assistance through a PDP.

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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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*Area of Focus 1*

The BCPS Literacy Department promotes the importance of using formative assessments (diagnostic and progress monitoring tools) such as the District provided Benchmark Assessment System K-5 (Running Records) and FAIR-FS 6-12 to identify the individual literacy needs of students so that teachers can meet students at their present levels. Critical schools will be encouraged to monitor the progress in literacy for all students on a regular basis using consistent data collection procedures. Professional development regarding these progress monitoring tools will be offered on a monthly basis.

*Area of Focus 3*

To meet the individual needs of students, the district will ensure that each school has an effective RtI/MTSS process in place and being used with fidelity. Also all critical schools will implement small group instruction and this will be a strategy in their School Improvement Plans.

In an effort to differentiate instruction to ensure schools are meeting the diverse learning needs for all students, especially subgroups not meeting targets, teachers will be trained on the use of data to drive instruction. The District has determined that many data-gathering tools are accessible to schools; however, the data is used inconsistently to drive instruction. Therefore, the District will implement the following process to ensure school leadership, faculty, and staff are prepared to utilize data appropriately to meet the needs of their students and deliver high-quality, differentiated instruction:

- Through Sub-Cadre training related to differentiating instruction, instructional guidance will be provided to school based administrators and academic coaches in order to transition to new academic standards and bridge achievement gaps through the use of data.
- School administrative staff will provide feedback to teachers on the effectiveness of implementation of differentiated instruction. Feedback is based on data that is collected regularly and includes student data from classroom assessments, classroom “look-fors” using a self-reflection tool or rubric aligned with the academic needs or discipline specific instructional practices to be implemented, and data collected using Marzano’s iObservation.