



FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template

**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.

Pinecrest Elementary School #110161

Village Oaks Elementary School #110341

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.

The Community Assessment Team (CAT) for Collier County Public Schools (CCPS) includes district, school, and community stakeholders, as well as the Regional Executive Director for Region V under the Bureau of School Improvement (BSI). The District team is comprised of the Deputy Superintendent, Associate Superintendent, Executive Director of Continuous Improvement Initiatives and Strategic Planning, Executive Director of Elementary Programs, Executive Director of Federal Programs, Executive Director of Human Resources, Coordinator of School Improvement, and Coordinator of School Improvement (SIG Director). The school team is comprised of the principal, assistant principal, academic coaches, instructional and non-instructional staff members. The community stakeholder group includes parents, community members, and the elected school board member for the Immokalee schools.

In addition, the Department of Accountability and Data Management is engaged in the collecting, disaggregating analyzing, interpreting, and developing of District assessments and accountability reports in the District's Data Warehouse. All schools analyze District and statewide assessment data through District Data Dialogues three times a year and report out findings on strengths and areas for improvement that are consistent with the Strategic Plan, District Improvement Assurance Plan (DIAP), and School Improvement Plan (SIP).

Instructional Reviews take place at schools that are identified as Differentiated Accountably (DA) schools with a team of District leaders to develop an action plan to support the school. The Department of Continuous Improvement Initiatives works closely with DA schools to develop and monitor the SIP including the mid-year reflection.

The District leaders of the CAT team meet on a weekly basis to review the schools' needs and to review student academic and non-academic data as part of the Superintendent's Cabinet meetings, iForum meetings, and Curriculum & Instruction meetings. School leaders meet on a weekly basis with the school based leadership team that includes team leaders from all grade levels. Leaders from the Continuous Improvement Initiatives Department, representation from the BSI, and school leaders meet monthly to review student data and Turnaround Option Plan (TOP) deliverables. School Advisory Council (SAC) meeting take place at the school level a minimum of eight times per year.

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.

Leaders from the Continuous Improvement Initiatives Department met with school leaders throughout the 2015-2016 school year to discuss the possibilities of implementing a TOP if the school's grade did not improve to letter grade of a C. Stakeholder surveys were completed by staff, parents, and students as part of the District Accreditation process and results were reviewed to determine the schools' needs. Previous TOP District initiatives were reviewed and a plan was put into place for retention bonuses, additional staff development in-service time, and monetary bonus for increasing the school grade to a letter of a C. TOP initiatives were reviewed by the school based leadership team at staff and parent meetings.

During the 2015-2016 school year, the District Continuous Improvement Initiatives Department met with the Region V Regional Executive Director monthly to review the progress of schools in DA and TOP models. It was determined from the collaboration meetings and previous success with TOP schools in CCPS that the District Managed Turnaround Option would be selected as the TOP option for new schools implementing a TOP in the 2016-2017 school year.

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.

Pinecrest Elementary and Village Oaks Elementary will be focusing on increasing the number of students scoring proficient on statewide assessments in English Language Arts (ELA). In both schools, ELA gains for all students was lower than the learning gains for the lowest 25%, so there will be a concentration on core instruction of all students.

Pinecrest Elementary

Principal: Dr. Susan Jordan; 1st year was the 2014-2015 school year

	FY12	FY13	FY14	FY15	FY16
School Grade	C	D	F	F	D
Reading meeting standards	38	34	33	22	29
Math meeting standards	37	42	36	28	40
Writing meeting standards	63	26	19	--	--
Social Studies meeting standards	--	--	--	--	--
Science meeting standards	34	36	15	20	30
Reading making gain	65	59	57	--	44
Math making gain	72	75	54	--	50
Reading Lowest 25% gain	80	64	69	--	48
Math Lowest 25% gain	71	80	65	--	40
Graduation Bonus	NA	NA	NA		--
Total Points	460 (0%)	416 (0%)	348 (0%)	70 (23%)	281 (40%)

Village Oaks Elementary

Principal: Veronica Torres; 1st year was the 2013-2014 school year

	FY12	FY13	FY14	FY15	FY16
School Grade	C	D	F	D	D
Reading meeting standards	37	39	36	32	25
Math meeting standards	35	43	40	34	33
Writing meeting standards	73	35	14	--	--
Social Studies meeting standards	--	--	--	--	--
Science meeting standards	23	18	20	30	24
Reading making gain	64	52	60	--	44
Math making gain	67	80	68	--	47
Reading Lowest 25% gain	72	53	75	--	53
Math Lowest 25% gain	84	84	67	--	41
Graduation Bonus	NA	NA	NA		--
Total Points	455 (0%)	404 (0%)	380 (0%)	96 (32%)	267 (38%)

B. Turnaround Option Selection

Item 5: The district must select from the following turnaround options based upon the school’s needs assessment. Indicate the selection(s) by marking one or more boxes below with an X.

Option 1: District-Managed Turnaround

The district will manage the implementation of the turnaround plan in the school. *Note: A school that earns a grade of “D” for three consecutive years must implement the district-managed turnaround option.*

Option 2: Closure

The district will reassign students to another school or schools and monitor progress of each reassigned student.

Option 3: Charter

The district will close and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Option 4: External Operator

The district will contract with an outside entity that has a demonstrated record of effectiveness to operate a school.

Option 5: Hybrid

The district will implement a hybrid of turnaround options 1-4 or other reform models that have a demonstrated record of effectiveness.

Item 6: Provide a brief summary of the rationale for the turnaround option selection(s) in the box below.

The District-Managed Model was selected as the Turnaround Option Plan for Pinecrest Elementary School and Village Oaks Elementary because it allows for the work of school improvement to be most closely aligned with the District’s new 2017-2020 Strategic Plan. Through District Managed Turnaround Plan and the District created Building Capacity and Staining Growth Plan (BCS plan) additional support will be provided to both Turnaround Schools. The support model focuses on building capacity across the school leadership team (including the academic coaches) and the teachers. District efforts to support schools in CCPS that have implemented a District-Managed Turnaround have been successful with improving their school grade; therefore, the support structure will be replicated for new TOP schools.

Under the District-Managed Model CCPS has a \$500 incentive built in to retain teachers TOP schools. In addition, TOP schools that increase their school grade to a C are awarded Florida A+ School Recognition funds and an additional \$1,000. TOP schools in CCPS are awarded additional in-service time of twenty hours throughout the school year to support student achievement. Teachers and administrators that teach in DA schools are awarded an additional \$100 and \$200 for teaching as a Title I eligible school as pursuant to Florida Statue 1012.22. Both of CCPS schools are located in Immokalee, Florida and teachers and administrators are granted \$808 per year as a hard to staff geographic area.

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.

The District Leadership Team (DLT) is composed of the Superintendent’s Cabinet as well as district personnel responsible for implementation and support of strategies and the TOP. This would include content coordinators and personnel from the DA office, all of whom provide intensive support to schools. The Superintendents’ Cabinet includes members from the following departments:

- Superintendent of Schools
- Curriculum & Instruction
- Support Services
- Human Resources
- District/School Operations
- School Board Attorney/District General
- Continuous Improvement Initiatives
- Security & Environmental Management
- Financial Services
- Communications & Community Engagement
- Student & Staff Projections, Allocations and Reporting

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 District Leadership Team meets weekly at the Cabinet level and alternate weeks with the additional Curriculum & Instruction representatives who support schools in DA and operating under a TOP. This provides for real-time monitoring of supports and implementation of the TOP.

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.

Collier County Public Schools has three administrators and two teachers on special assignment designated for working with all DA schools through the Continuous Improvement Initiatives (CII) Department. These people assume the responsibility of monitoring and supporting District Managed Turnaround Schools (DMTS) schools. Principals report directly to Mr. David Stump, Deputy Superintendent, as the official

turnaround lead who provides direct supervision of the principal. Schools are tiered based on their academic needs and provided district support from the curriculum and instruction department.

Pinecrest Elementary School and Village Oaks Elementary, Collier County Public Schools TOP schools, are both categorized as a fragile school in need of Tier 3 district support. All District support is entered and monitored in a District created technology platform, iSupport.

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.

Collier County Public Schools (CCPS) define “operational flexibility” as the ability of school leadership to effectively and efficiently manage resources at the school site with minimized logistical and bureaucratic impediments. In order to achieve this flexibility, CCPS provides schools implementing a district-managed turnaround model with a number of operational licenses:

- Priority selection of staff at recruitment and transfer fairs
- Opportunity for principal to choose leadership team (i.e. Assistant Principal and academic coaches)
- Opportunity to transfer staff who have been documented as being ineffective with their instructional practices
- Advanced recruiting opportunities for transfers and recruitment
- Common planning time in instructional staff work schedules
- Priority of placement of substitute teachers to minimize disruption of student instruction
- Extended professional learning time for instructional staff
- Differentiation of staff to include supplemental administrative and coaching staff

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.

To be determined on an individual basis examining a variety of factors including but not limited to evaluation, value added score, applicable mitigating factors. Faculty is currently being reviewed in two ways:

- Evaluation from FY16
- Current Collier Teacher Evaluation Model (CTEM) observation data

Data on teacher performance are gathered through observations using the CTEM. Based on this data and the teacher's most recent evaluation, teachers who will not be returning to Pinecrest Elementary School and Village Oaks Elementary School due to voluntary or involuntary transfer, resignation, retirement or non-renewal have been identified. Due to changes in staff and areas of strength, teachers may be reassigned to a different grade level. These changes of assignment are being considered and analyzed for overall impact on student performance.

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.

Collier County Public School has an effective system of assessing classroom practice and combining these data with Value Added Model (VAM) scores for a final evaluation rating. Additionally, mechanisms are in place for moving teachers for whom critical deficiencies have been documented.

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.

Quarterly Benchmark Assessments are administered for all tested grade levels/content. Data are analyzed and discussed by school teams and in quarterly district-level data dialogues. The District provides reading, mathematics and science coaches for all focus and priority schools. The content-based coaches will assist with the data analysis at Pinecrest Elementary and Village Oaks Elementary as well as provide direction on best practices based on the data.

The Regional Executive Director will review the data dialogue protocols and provide feedback as part of the beginning and mid-year reflection process. Individual school needs will be determined from reviewing data and school support will be given from the District’s Curriculum & Instruction Department. All principals will attend monthly Professional Development trainings to support District initiatives.

At the school level, the school-based leadership team creates ongoing opportunities for teachers to unpack the Florida Standards, identify critical content and to collaboratively create lesson plans that are aligned to the standards by:

- Attending collaborative planning meetings with each grade level to review upcoming lessons and discuss how to best deliver instruction to meet the standards, develop high order questions to ensure deep knowledge is taking place and model best practices;
- Participating in coaching cycles during which time the academic coaches will model quality instruction for teachers who are new to the grade level, the building, or in need of assistance to improve instruction with approved materials and programs;

- Following the Collier Teacher Evaluation System, based on Marzano's research based methodologies, and conducts observations to ensure teachers are teaching to the standards and delivering the curriculum with fidelity in a manner in which our students are engaged in meeting the learning goals.

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.

The school will maintain a copy of the K-12 Reading Plan and a roster of the Literacy Leadership Team for review upon request by the regional staff. Additionally the District's curriculum and instruction department monitors and makes modifications to District curriculum guides, pacing guides, and assessments to support specifically identified needs of the schools population.

The School Based Leadership Teams at Pinecrest Elementary and Village Oaks Elementary will analyze Quarterly Benchmark Data with grade-level teams to identify trends and strategies for moving forward. Data dialogues are engaged quarterly with the Superintendent and Cabinet. Modifications to instructional practices and programs are data-driven. In addition, the district provides reading, mathematics, and science coaches to support all focus and priority schools, with greater levels of support for TOP schools.

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.

Differentiation is a key initiative across all Collier County Public Schools. Intensive training and supports are in place for DA schools. Supports include content coordinators and/or Teachers on Special Assignment (TSAs) on site weekly, coordinators on site biweekly, monthly monitoring visits and meetings, District Data Dialogues three times a year with disaggregated data per subgroup.

External partnerships are established at both of the TOP schools with The Miracle Program, funded from the 21st Century Grant that services students with afterschool programs. In 2015-2016, Pinecrest Elementary had a 45% migrant population and Village Oaks Elementary had 44% of their student population identified as migrant; therefore, additional funds and services are provided through Federal and District resources including resource teachers and students are eligible to attend summer academic programs through District migrant programs.

Area of Focus 4

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coach(es).

To be determined on an individual basis examining a variety of factors including but not limited to evaluation, value added score and applicable mitigating factors. Criteria for maintaining and/or replacing a principal:

- Longevity in School

- Superintendent's evaluation of strengths relative to school's needs

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).

Pinecrest Elementary and Village Oaks Elementary will meet Rule 6A-1.099811(1) by extending the school day to meet the requirements of a Low300 school based on 2015-2016 reading assessment scores. In addition, struggling students are provided the opportunity to attend summer school and after school programs.

The Miracle Plus 1 Grant is an after school program at both TOP schools that incorporates a broad range of instructional strategies to synergistically provide direct instruction and disguised learning opportunities that include a generous amount of hands-on activities. Curriculum and instruction is closely aligned to the day school and based on the Florida Standards. Decisions including those of staffing, student grouping and learning activities are increasingly more data driven. Students attend the program 12 hours a week for 32 weeks and participate in an array of structured programs designed to increase skills in reading, math and science. Additionally, students are engaged in personal enrichment including leadership development, the arts and sports.

Enrichment for students is provided through the Guadalupe after-school program targeting the Kindergarten through 2nd grade students. This program runs the entire school year. The goal of the program is to enrich and expand on curriculum learned throughout the school day. This will ensure students maintain grade level expectations.

The Immokalee Readers is an after-school program targeting second, third and fourth grade students. This program runs the entire school year. The goal of the program is to provide intensive literacy experiences (reading and writing). This will ensure students maintain grade level expectations.

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 District Strategic Plan goals are aligned to the DIAP and the SIP to support the unique needs of all schools. The Strategic Plan and school academic and non-academic data is reviewed monthly at District leadership meetings to determine if additional support is needed for TOP schools.

The District tiers their schools based on a needs analysis and school support is organized through the Building Capacity for Sustained Growth Plan (BCS). The BCS plan provides each school throughout the District with unique support based on their needs including, but not limited to leadership support, instructional quality, curriculum knowledge, managing resources and federal funds, Multi-Tiered Systems of Support, Positive Behavior and Interventions Support.

Strategic Plan Goals:

- Early Childhood Education
- College and Career Readiness
- Science, Technology, Engineering, Arts, and Math
- Highly Talented and Engaged Workforce
- Student Achievement
- Maintain Fiscal Responsibility
- Communication- Parent and Community Engagement

Collier County's 2017-2018 Strategic Plan <http://www.collierschools.com/cms/lib/FL01903251/Centricity/Domain/2039/index.html>