



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.

Richard L. Brown Elementary School MSID 1481

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.

Based on the performance of the school over the last five years, coupled with duplicative challenges among several elementary schools within the same geographic area and feeder pattern, including access to the highest levels of human capital for leaders and teachers, declining enrollment, and low levels of parent confidence in the school, the Duval County School Board approved the Superintendent’s recommendation to convert Richard L. Brown Elementary School to a Gifted and Talented Magnet School, which released the school of attendance boundaries. Stakeholders connected to the school and community participated in working group sessions and community meetings regarding the school’s change and eventually voted to also support the recommendation for conversion. The school became a school of full choice. Students from the school were reassigned to higher performing schools. At the K-2 level, students were reassigned to Lone Star Elementary School, which is a “B” school, and students in grades 3-5 were reassigned to Long Branch Elementary School, which is a “C”.

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 did not believe that improvement at the school was sustainable due to the need to maintain high levels of direct district support to the school along with others in the same geographic area. Students at the school would be better served in surrounding higher performing schools where human capital factors were more consistent and stronger, including parent support. The addition of a boundary-free, dedicated gifted and talented elementary school in the area provides parents with a stronger choice option. The new school has a new principal and faculty. The FDOE issued a new school number for the building and school.

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.

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.

Students who previously attended R.L. Brown 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 Lone Star Elementary (K-2) and Long Branch Elementary (3-5). 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."

A list of those students reassigned to schools will be provided to the Differentiated Accountability team, and the district will submit a quarterly progress monitoring report for those students.

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.

Highlands Middle School MSID #2441

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.

The needs assessment for Highlands Middle was completed through the review of historic state assessment performance, recent reading and math performance under the new standards, student enrollment patterns, building utilization, staffing patterns, and the human capital strength of leaders and teachers. With the school's recent improvement from an "F" to a "D" and strategic changes to the leadership team and faculty, the district believes that under the district managed turnaround model the school will improve to a "C" or higher.

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 school improved to a "D" from an "F," increased proficiency in every academic area in 2015-16, and was only one percentage point from earning a "C". Highlands Middle is a school that has historically been well supported by parents and the community. The district believes that with the school's recent leadership and faculty adjustments, along with privately funded incentives to recruit and retain higher performing reading and math teachers up to \$20,000 above the salary schedule, the school will achieve a "C" or higher under the district managed turnaround option.

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.

Highlands Middle is led by the district’s turnaround office, the Duval Transformation Office (DTO), which has led 75% of its original 36 schools to maintain or improve to a “C” or higher or to improve their letter grade. DTO is led by a former turnaround principal who has improved a middle school from a “D” to “C,” a high school from an “F” to “B,” and DTO over the previous two years. DTO is staffed with teachers on special assignment, called specialists, who directly support the district’s lower performing schools in reading, mathematics, science, and social studies. Specialists have a track record of raising student achievement as teachers and instructional coaches in lower

performing schools. Unlike other lower performing schools supported by DTO, this school will receive more frequent direct support through an instructional review, direct coaching in the classroom, instructional rounding, facilitation of common planning, and data analysis. The district's leadership team, consisting of the superintendent and cabinet (i.e. district leaders of HR, budget, DTO, curriculum and instruction (leads PD, ESE, and ELL), operations, and assessment) will meet quarterly with the principal to review internal and state assessments and problem solve collectively to support the school's success and to overcome internal and external barriers that could impede school improvement. HR has prioritized the school for staffing by sending candidates identified by the district to the principal for review before other schools. Once candidates are cleared by the district, the principal has the autonomy to select teachers based on his discretion. An MOU was established for the school and the faculty was reviewed and changes were implemented with a focus on improving student achievement. The district collaborated with the Duval Teachers Union (DTU) to review faculty at the school based on evaluation data and VAM performance for reading and mathematics to ensure the most committed and highest performing teachers serve students at the school. Voluntary and involuntary transfers were initiated to create a faculty that could effectively raise student achievement. The current principal moved the school's performance from an "F" to "D" and the school is only one percentage point from earning a "C". The principal previously improved two secondary schools from a "D" to "C". If the school does not continue to demonstrate improvement then the principal will be removed. To improve reading and math performance, the school will use a new supplemental curriculum in mathematics (Eureka) and Language Arts (Expeditionary Learning). Both curriculum is highly aligned to the new standards. The school will utilize City Year to provide reading/mathematics, behavior, and attendance interventions to struggling students. In addition, a reading interventionist is also allocated to the school to provide deeper support for struggling readers through small group intervention with a focus on skill remediation. The school will also implement two state-of-the-art STEM PITSCO labs to expose more students to hands on science and mathematics concepts. Summer STEM experiences were offered to students through the lab as well. The school has wireless infrastructure and a one to one student to device ratio.

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.

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 Park Elementary School MSID 0771

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.

The needs assessment for Hyde Park was completed through the review of historic state assessment performance, recent reading and math performance under the new standards, student enrollment patterns, building utilization, staffing patterns, and the human capital strength of leaders and teachers. On November 23, 2015, a working group comprised of community and school stakeholders voted 5-0 to convert Hyde Park to a 3rd – 6th grade learning community. The Duval County School Board approved the recommendation from the Superintendent on February 2, 2016. This conversion allows for a more strategic and simultaneous focus on early learning and grade level performance. The district managed turnaround option will lead the school to a “C”.

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.

Hyde Park Elementary School was converted to a learning community for grades 3-6 for the 2016-17 school year. This conversion, coupled with strategic human capital adjustments to the leadership team and faculty, will allow the school to achieve a “C” or higher under the district managed turnaround option. It is currently only 3% points from a “C”.

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.

Hyde Park will be led by the district’s turnaround office, the Duval Transformation Office (DTO), which has led 75% of its original 36 schools to a maintain or improve to a “C” or higher or improve their letter grade. DTO is led by a former turnaround principal who has improved a middle school from a “D” to “C,” a high school from an “F” to “B,” and DTO over the previous two years. DTO is staffed with teachers on special assignment, called specialists, who directly support the district’s lower performing schools in reading, mathematics, and science. Specialists have a track record of raising student achievement as teachers and instructional coaches in lower performing schools. Unlike other lower performing schools supported by DTO, this school will receive more frequent direct support through an instructional

review, direct coaching in the classroom, instructional rounding, facilitation of common planning, and data analysis. The district's leadership team, consisting of the superintendent and cabinet (i.e. district leaders of HR, budget, DTO, curriculum and instruction (leads PD, ESE, and ELL), operations, and assessment) will meet quarterly with the principal to review internal and state assessments and problem solve collectively to support the school's success and to overcome internal and external barriers that could impede school improvement. HR has prioritized the school for staffing by sending candidates identified by the district to the principal for review before other schools. Once candidates are cleared by the district, the principal has the autonomy to select teachers based on her discretion. An MOU was established for the school and the faculty was reviewed and changes were implemented with a focus on improving student achievement. The district collaborated with the Duval Teachers Union (DTU) to review faculty at the school based on evaluation data and VAM performance for reading and mathematics to ensure the most committed and highest performing teachers serve students at the school. Voluntary and involuntary transfers were initiated to create a faculty that could effectively raise student achievement. The current principal moved the school's performance from an "F" to "D" and the school is only 3% points from a "C". The principal has a track record of improving lower performing schools by improving another school from a "C" to "A" and an additional one from an "F" to "D". If the school does not continue to demonstrate improvement then the principal will be removed. However, the school's leadership team was replaced (assistant principal and school based coaches) to strengthen the school improvement plan and based on their records of improving student achievement. In addition, the school has a reading interventionist to improve reading performance by providing reading intervention in small groups to address skill deficiencies, a social worker to address the socio-emotional needs of learners, and a behavior interventionist to assist teachers with disruptive students who require support.

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

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.

Jefferson Davis Middle School MSID 2161

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.

The needs assessment for Jefferson Davis Middle was completed through the review of historic state assessment performance, recent reading and math performance under the new standards, student enrollment patterns, building utilization, staffing patterns, and the human capital strength of leaders and teachers. With the school’s recent improvement from an “F” to a “D” and strategic changes to the leadership team and faculty, the district believes that under the district managed turnaround model the school will improve to a “C” or higher.

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 school improved to a “D” from an “F” and was only seven percentage points from earning a “C”. Jefferson Davis Middle is a school that has historically been well supported by parents and the community. The school has only become recently lower performing due to a change in student demographics and the district’s previous inability to anticipate this shift without a stronger preventative strategy of support and resources coupled with ineffective school level leadership. The district believes that with the school’s recent leadership and faculty adjustments, support and monitoring under the Duval Transformation Office (DTO), and new supplemental curriculum, the school will achieve a “C” or higher under the district managed turnaround option.

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.

Jefferson Davis Middle will be led by the district’s turnaround office, the Duval Transformation Office (DTO), which has led 75% of its original 36 schools to maintain or improve to a “C” or higher or to improve their letter grade. DTO is led by a former turnaround principal who has improved a middle school from a “D” to “C,” a high school from an “F” to “B,” and DTO over the previous two years. DTO is staffed with teachers on special assignment, called specialists, who directly support the district’s lower performing schools in reading, mathematics, science, and social studies. Specialists have a track record of raising student achievement as teachers and instructional coaches

in lower performing schools. Unlike other lower performing schools supported by DTO, this school will receive more frequent direct support through an instructional review, direct coaching in the classroom, instructional rounding, facilitation of common planning, and data analysis. The district's leadership team, consisting of the superintendent and cabinet (i.e. district leaders of HR, budget, DTO, curriculum and instruction (leads PD, ESE, and ELL), operations, and assessment) will meet quarterly with the principal to review internal and state assessments and problem solve collectively to support the school's success and overcome internal and external barriers that could impede school improvement. HR has prioritized the school for staffing by sending candidates identified by the district to the principal for review before other schools. Once candidates are cleared by the district, the principal has the autonomy to select teachers based on her discretion. The district collaborated with the Duval Teachers Union (DTU) to review faculty at the school based on evaluation data and VAM performance for reading and mathematics to ensure the most committed and highest performing teachers serve students at the school. Voluntary and involuntary transfers were initiated to create a faculty that could effectively raise student achievement. The current principal moved the school's performance from an "F" to "D" and the school is only eight percentage points from earning a "C". The principal possesses a previous track record of raising student achievement in Miami-Dade County Public Schools by improving one urban core high school from an "F" to "C" and another from a "B" to an "A". However, the school's assistant principal was replaced to improve the school's improvement plan based on previous performance. The principal will be removed if performance does not continue to improve. To improve reading and math performance, the school will use a new supplemental curriculum in mathematics (Eureka) and Language Arts (Expeditionary Learning). Both curriculum is highly aligned to the new standards. A reading interventionist is also allocated to the school to provide deeper support for struggling readers through small group intervention with a focus on skill remediation. The school will also implement a state-of-the-art STEM PITSCO lab to expose more students to hands on science and mathematics concepts. Summer STEM experiences were offered to students through the lab as well. The 5000 Role Models program was implemented at the school to support African-American and Hispanic male students. The school has wireless infrastructure and a one to one student to device ratio.

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.

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.

Lake Forest Elementary School MSID 0741

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.

The needs assessment for Lake Forest was completed through the review of historic state assessment performance, recent reading and math performance under the new standards, student enrollment patterns, building utilization, staffing patterns, and the human capital strength of leaders and teachers. With the school's recent improvement from an "F" to a "D" and strategic changes to the leadership team and faculty, the district believes that under the district managed turnaround model the school will improve to a "C" or higher. It is only 8% points from a "C".

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.

Lake Forest is a school that has historically been well supported by parents and the community through its arts programming. The school recently improved from an "F" to a "D" and is 8% points from a "C". The district believes that with the school's recent leadership and faculty adjustments, along with privately funded incentives to recruit and retain higher performing reading and math teachers up to \$20,000 above the salary schedule, the school will achieve a "C" or higher under the district managed turnaround option.

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.

Lake Forest is led by the district’s turnaround office, the Duval Transformation Office (DTO), which has led 75% of its original 36 schools to maintain or improve to a “C” or higher or to improve their letter grade. DTO is led by a former turnaround principal who has improved a

middle school from a “D” to “C,” a high school from an “F” to “B,” and DTO over the previous two years. DTO is staffed with teachers on special assignment, called specialists, who directly support the district’s lower performing schools in reading, mathematics, and science. Specialists have a track record of raising student achievement as teachers and instructional coaches in lower performing schools. Unlike other lower performing schools supported by DTO, this school will receive more frequent direct support through an instructional review, direct coaching in the classroom, instructional rounding, facilitation of common planning, and data analysis. The district’s leadership team, consisting of the superintendent and cabinet (i.e. district leaders of HR, budget, DTO, curriculum and instruction (leads PD, ESE, and ELL), operations, and assessment) will meet quarterly with the principal to review internal and state assessments and problem solve collectively to support the school’s success and to overcome internal and external barriers that could impede school improvement. HR has prioritized the school for staffing by sending candidates identified by the district to the principal for review before other schools. Once candidates are cleared by the district, the principal has the autonomy to select teachers based on her discretion. An MOU was established for the school and the faculty was reviewed and changes were implemented with a focus on improving student achievement. The district collaborated with the Duval Teachers Union (DTU) to review faculty at the school based on evaluation information and VAM performance for reading and mathematics to ensure the most committed and highest performing teachers serve students at the school. Voluntary and involuntary transfers were initiated to create a faculty that could effectively raise student achievement. The current principal moved the school’s performance from an “F” to “D”. If the school does not continue to demonstrate improvement then the principal will be removed. However, the school’s assistant principal and reading coach were replaced by those who raised student achievement. In addition, the school has three reading interventionists, including one for K-2, one for 3rd graders, and one for students in grades 4 and 5 to improve reading performance by providing reading intervention in small groups to address skill deficiencies. The school has wireless infrastructure and a one to one student to device ratio.

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

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.

Smart Pope Livingston MSID 1491

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.

After reviewing current and historic enrollment and academic performance, the Superintendent recommended to the School Board that the district close S.P. Livingston 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.

The district did not believe that improvement at the school was sustainable due to the need to maintain high levels of direct district support to the school along with others in the same geographic area and feeder pattern. Students at the school would be better served in surrounding higher performing schools where human capital factors were more consistent and stronger, including parent support while providing parents

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

Duval County Public Schools

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)

and the community a strong early learning option. Students in grades K-2 were assigned to Reynolds Lane (C) and students in grades 3-5 were assigned to Susie B. Tolbert Elementary School (C).

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 S.P. Livingston Elementary and converted the building to an Early Learning Center serving 3 year olds to 2nd graders. The district, for the first time, will be able to hire Head Start teachers and select aligned curriculum to the New Florida Standards. This will enable educators to focus on an early learning intervention model to ensure students are ready to achieve grade level expectations by 3rd grade.

Students previously enrolled or zoned to S.P. Livingston Elementary 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 faculty at the Early Learning Center. The Early Learning Center will offer an arts integration and nature-based curriculum, fully released reading interventionists 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 Laster 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.

Students who previously attended S.P. Livingston 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 Reynolds Lane (K-2) and Susie Tolbert Elementary (3-5). 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.”

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.