FLORIDA DEPARTMENT OF EDUCATION

2016 TOP Template
Lake County Schools

Turnaround Option Plan (TOP) – Phases 1 and 2

Planning in 2015-16 for Implementation in 2016-17

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

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.

> 1. Leesburg Elementary School 0291

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.

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

1. Data Analysis: Step Zero Root Cause Analysis
- Attendance: Increase K-2
- Retention: Decrease retentions across K-5
- Academics: Increase academic performance in all content areas and Learning Gains for Lowest 25%

2. Stakeholder Surveys for TOP: April 20, 2016 during CAT Meeting at Leesburg ES at 5:00 pm
- Overview of TOP requirements and options
- State, district, and school leadership present
- Surveys were administered and an online link provided
- Surveys open for two weeks to collect feedback.

3. TOP Survey Results
- 79% District Managed Turnaround
- 5% Charter
- 5% Hybrid
- 11% Closure
- 0% External Operator

4. Areas of Need:
- Building capability and teacher knowledge of standards-based instruction and effective instructional strategies
- Utilizing data by teachers and leaders to drive instructional decisions
- Establishing culturally responsive classrooms and utilization of culturally responsive strategies
- Strengthening systems to monitor the transfer of professional learning into classroom practice
- Strengthening and aligning discipline practices and procedures school-wide
- Increasing parental involvement and family engagement

5. Summary: In order to conduct a needs assessment the district began by creating and conducting the Stakeholder Surveys to allow representatives to make recommendations about school improvement and provide feedback regarding five turnaround options presented by the state. School performance data, goals, and possible root causes for low performance were presented during the scheduled meeting. Additionally, surveys were provided to stakeholders and results of the survey were analyzed. School data and classroom walk through trends were also evaluated from baseline instructional review process and midyear instructional review process. Early warning signs data for students' at-risk including percentage of students absent 10 times or more and total number of student referrals were analyzed. Finally, sustainability meetings and Step Zero Root Cause Analysis meetings were conducted to further identify additional areas of need.

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

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.

Summary: Leesburg Elementary School increased its school grade from an F to a D this year. Stakeholders also surveyed selected the District-Managed Turnaround option as the most appealing option. Structures have been established in the district to support a District-Managed Turnaround option and also meet the six assurances required.

Assurance 1: A District-Based Leadership Team has been established consisting of the RED for Region 3, Superintendent, Chief Academic Officer, Chief of Administration, Chief of Staff, Director of Turnaround, Academic & Student Services Directors

Assurance 2: Policies and procedures have been established to DA and TOP schools in the form of district non-negotiables, progress monitoring, data analysis, MTSS, common planning, professional development, the roles of academic coaches and support staff, and specific evidence and deliverables to align and support schools.

Assurance 3: The Director of Teaching and Learning serves as the turnaround lead and will jointly assesses TOP principals along with their assigned principal supervisor. Quarterly updates are provided directly to the superintendent.

Assurance 4: Operating flexibility has been provided to schools which increased their academic support staff, provided an additional assistant principal, provided additional funds for common planning and teacher collaborative time, and allowed for program and scheduling flexibility.

Assurance 5: A system of review and utilization of VAM data has been established to replace and/or reassign staff whose student failure to improve can be attributed to the faculty.

Assurance 6: Only Effective and highly effective teachers are rehired at DA and TOP schools.

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).

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

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.

Area of Focus 1: The District will increase the effectiveness with which all teachers differentiate standards-based instruction by focusing professional learning and on-site support in PLCs (Common Planning) and the Lesson Study Cycle (Examination of Student Work). District School Improvement Leads will support school action steps, provide on-site support, and monitor deliverables toward delivery of standards-based instruction in addition to coordinating and conducting School Instructional Reviews to identify specific instructional needs. The District will also increase the effectiveness of school-wide systems by focusing professional learning and on-site support in the monitoring of student data, classroom walkthrough trends, and evidence aligned to School Improvement Plan goals. District school improvement specialists will develop and utilize protocols for providing feedback, scheduling on-site support, and professional development as well as utilize SIP Rubric to identify strengths and opportunities for growth aligned to the 5 Essentials.

Ongoing assessments will be utilized to monitor student progress and SIP goals. District baseline and mid-year assessments will be utilized and reviewed by district leadership, school-based leadership, and in teacher PLCs to inform instruction and monitor progress. District progress monitoring tools include a district assessment platform with standards-based formative assessments created from the state, regional, and district item banks, as well as iStation and iReady computer-based resources, and teacher created learning goals and scales.

Area of Focus 3: The District will increase the effectiveness of student interventions and enrichment by focusing professional learning and on-site support in the use of data for ongoing progress monitoring through the use of FCIM, MTSS, and Early Warning Systems. This will be accomplished by using the district created templates and protocols for universal data analysis to support the implementation of the 4-step problem solving process with in the school. Ongoing PD will also be provided to the schools Acceleration Resource Teacher (ART), MTSS, and ESOL Contact in the use of protocols and data templates to Increase the effectiveness of student interventions and enrichment through MTSS, FCIM, and EWS systems.

The district will increase the effectiveness of school-wide systems by focusing professional learning and on-site support in the monitoring of student data, classroom walkthrough trends, and evidence aligned to School Improvement Plan goals. The DMT will conduct professional development and on-site support with the School Based Leadership Team in monitoring non-negotiables, deliverables, and the use of trend data for specific feedback. The DMT will utilize an SIP Rubric to identify strengths and opportunities for growth, aligned to the 5 Essentials, and monitor and support sustainability.

Leadership: The instructional leader for the 2016-17 school year was selected to replace the last leader and has a track record of success at a previous title I school. This leader also served as an assistant principal at this school several years previous and has community ties and respect.

A stipend is provided to principals who serve in turnaround schools. Several principals were also selected to participate in the Harvard Turnaround Leaders Series to groom them as turnaround leaders and instructional leaders at high needs schools. A director of leadership was also created to support the development of instructional leaders. Currently there are no other incentives to retain turnaround leaders besides the stipend mentioned previously. Operational flexibility has been granted to the existing leader in affording the transfer of the requested assistant principal. All existing vacancies were also filled by the instructional leader without district placement or transfer of teaching staff.

Human Capital- teacher recruitment, retention and reassignment: Teachers are provided an additional stipend to reduce turnover at fragile schools. Additional incentive funding is provided to teachers who serve in teacher leadership roles such as Professional Learning Communities Facilitator, facilitating professional learning, and leading additional planning. The district has employed a recruitment and retention manager to support the filling of vacancies at fragile schools and recruiting talented staff. Instructional coaches sometimes fill in or rotate into classes if there is an extended absence or vacancy to ensure students receive instruction from a certified teacher. The district provides fragile schools priority in hiring with an early transfer and hiring window to reduce competition district-wide. There is not a union agreement to offer bonuses at fragile schools. There is a district policy that establishes a final transfer date prior to the start of school to ensure fragile schools retain contracted staff. The district reviews teacher evaluation data to ensure only effective and highly effect staff are retained at a Focus or Priority schools. Teachers in need of improvement or unsatisfactory are not retained at Focus or Priority schools.

Wrap-Around Services and Community Support: Additional staff in the form of Potential Specialists, Behavior Specialists, MTSS Coaches and Acceleration Resource Teachers have been provided by the district to Focus and Priority schools to support the monitoring of Early Warning Signs and behavioral interventions for students. The existing TOP school is working to become a community school this year and adding a community health and wellness center to the campus for families and the community. Additional counselors, medical and dental services are planned to be included. Pre-K and summer learning options are also offered at Focus and Priority elementary schools. The district also provides a Pre-K Program Specialist that works directly with district Pre-K classes and also coordinates with private Pre-K providers to ensure alignment with developmental skills and student readiness.