



FLORIDA DEPARTMENT OF EDUCATION

# 2016 TOP Template

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Turnaround Option Plan (TOP) – Phases 1 and 2  
Planning in 2015-16 for Implementation in 2016-17

## Phase 1

### Part I: Schools to Be Supported

Pursuant to section 1008.33, Florida Statutes (F.S.), and Rule 6A-1.099811, F.A.C., the district shall submit a Turnaround Option Plan for the school(s) required to plan for turnaround in 2015-16.

**Item 1:** In the box below, list the full name and Master School Identification (MSID) number for each school to be supported through the district's turnaround plan.

Gulf Highlands Elementary (0083)

Gulfside Elementary (0911)

Pasco Elementary School (0061)

### Part II: Stakeholder Engagement

#### A. Community Assessment Team

Pursuant to section 1008.345, F.S., the district shall recruit representatives of the community, including the RED, parents, educators, local government and business representatives, and community activists, to establish a Community Assessment Team (CAT) to review performance data in schools earning a grade of F or three consecutive grades of D. Note: The CAT is a districtwide initiative; a School Advisory Council (SAC) cannot replace a CAT.

**Item 2:** The district shall use the 2016-17 DIAP, Section I.B.2, to describe the role of the CAT in reviewing school performance data, determining causes for low performance and making recommendations for school improvement.

#### B. Turnaround Option Selection Process

**Item 3:** The district shall use the 2016-17 DIAP, Section I.B.2, to describe efforts to engage and involve stakeholders (including feeder patterns) in the turnaround option selection process, including, but not limited to, providing evidence of parent meetings held at times and locations convenient for parents or guardians.

### Part III: Turnaround Option Selection

Pursuant to section 1008.33, F.S., the district shall select a turnaround option to implement in the next full school year should the district be required to implement based on the 2016 school grade.

#### A. Needs Assessment

The district shall review each school's performance trend data and qualitative information, such as data collected through school visits, surveys and interviews, to develop a plan to address the greatest areas of need across the following domains: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement.

**Item 4:** Describe the needs assessment methodology used by the district and provide a brief summary of the results in the box below.

Needs Assessment Methodology: In addition to the CAT, every school in Pasco County Schools conducted a comprehensive needs assessment as part of its continuous improvement model. This needs assessment included analysis of student performance, analysis of stakeholder feedback, and self-assessment. Student Performance was analyzed by reviewing current and trend data by subgroup, school, and region. Data sources included Florida Comprehensive Assessment Test (FCAT), Florida Standards Assessment (FSA), and district developed quarterly check results. Stakeholder feedback was analyzed by reviewing results from both the student and staff Gallup polls and the AdvancED parent survey. Additionally, focus groups were conducted to gather input regarding district curriculum, assessment, and professional development needs.

Multiple tools were used to conduct a self-assessment. Each school and the district completed the AdvancED Self Assessment of the five Standards for systems accreditation (Standard One: Purpose and Direction, Standard Two: Governance and Leadership, Standard Three: Teaching and Assessing for Learning, Standard Four: Resources and Support Systems and Standard Five: Using Results for Continuous Improvement). In reviewing the Five Essentials identified by Chicago School Research, there is alignment between the AdvancED standards and the identified Five Essentials: Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction and Learning, Safe and Supportive Environment, and Family and Community Engagement (Klugman, Gordon, Sebring, & Spote, 2015).

The Best Practices in Inclusive Education (BPIE) was also completed by each school and the district. Instructional Practice Observations, Professional Learning Community (PLC) rubrics, and Tiers of Support rubrics were also completed by each school to gain insight into instructional and support practices.

The Multi-Tiered System of Support (MTSS) Specialist, Area Superintendent, Regional Team, and District personnel engaged in multiple site visits at the school during the needs assessment process to gain insight into Pasco's unique needs as well as identify foci for school improvement efforts.

The results of the Comprehensive Needs Assessment helped identify the supports needed to increase student achievement at the schools. These results impacted the way Title I and II funds are spent and the level of supports and interventions needed. Results of this comprehensive needs assessment indicate a need for improvement in academics, increased support services, and standards aligned curriculum resources. The needs assessment information guided the planning of district Title I and II spending for the schools. Budgeting has been allocated for curriculum, personnel, professional development, and resources.

**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 information garnered from the CAT meeting was shared with the school leadership team, School Advisory Council, and the Superintendent's Turnaround Team. The CAT identified the need for improved academic performance, more parent/community involvement, increased behavioral and social services, and staff recruitment and retention. Each of these recommendations is included in the Turnaround Plan for the schools. Additional allocations are being provided for behavioral and social services. Student Services allocation increases include an additional Emotional/Behavioral Disability (EBD) social worker at PES, for example, that will be a key member of the School Based Intervention Team (SBIT) team and will be utilized to support behavior intervention and social/emotional learning. Academic supports include compensation for additional professional development, intense instructional coaching, and new (ELA and math)/revised (science) curriculum materials. Additional details are outlined in the summary of strategies included in this Turnaround Plan (DMT Item 8).

In addition to the district actions planned to strengthen social services, to provide compensation for professional development, and to strengthen coaching supports, the district will be partnering with the American Reading Company, ReadyGen, and Great Minds to provide high quality resources and professional development to ensure a rigorous Tier 1 level of instruction. Pasco County Schools has partnered, as a district, with TNTP in the past to develop support systems to help teachers make necessary instructional changes so that all students have access to more rigorous content, and it plans to continue using lessons learned from TNTP to continue its work strengthening the curriculum. Great Minds produces *Eureka Math* which has been named the leader among twenty reviewed math curricula for its focus/coherence, rigor, and usability. The American Reading Company produces the Independent Reading Level Assessment framework (IRLA) which allows the staff to determine a student's current level of reading proficiency, diagnose areas of strength and weakness, formulate an action plan for next steps, and track progress while becoming experts in reading and the Florida Standards. This framework, tailored to identify and target student strengths

and deficiencies, will address the needs of all subgroups in the school and will include intensive support for struggling readers. According to TNTP, ReadyGen, the elementary ELA curriculum, is well-aligned to the demands of the new Florida Standards.

All stakeholders determined the best way to provide additional layers of support would be through a District-Managed Turnaround (DMT) option for the schools. Closing the schools, making them charters, or hiring an external operator were not options the stakeholders felt would be in the best interest of the students attending the schools.

While the requirements of the DMT are to identify at least one Area of Focus, Pasco County Schools is selecting to concentrate on three Areas of Focus: Areas of Focus 1, 2, and 3. The strategies included within each Area of Focus are intended to be part of a connected plan with each strategy supporting the others and no strategy being implemented in isolation.

## 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.

The strategies included in this Turnaround Plan for Gulf Highlands Elementary (0083), Gulfside Elementary (0911), and Pasco Elementary Schools (0061) are organized around five essential areas. Additionally, the strategies are labeled according to which Area or Areas of Focus they address, as required by the District Managed Turnaround option. **The plan is intended to be a connected plan with each strategy supporting the others and no strategy being implemented in isolation.**

*Rationale:* Over a seven year period, 100 public schools in Chicago were able to substantially improve in reading and mathematics. Using large amounts of longitudinal data, a study was conducted to determine what could be attributed to this success. The study yielded a set of five

comprehensive practices and conditions that promote improvement: The Five Essentials. Schools that are strong in the five essential areas are ten times more likely to improve student learning than schools that are weak in these areas (Klugman, Gordon, Sebring, & Sporte, 2015).

### **Effective Leadership**

The principal works with teachers to implement a clear and strategic vision for school success. In schools with effective leaders, principals and teachers work together to implement a shared vision. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- practice shared leadership,
- set high goals for quality instruction,
- maintain mutually trusting and respectful relationships,
- support professional advancement for faculty and staff, and
- manage resources for sustained program improvement.

**Strategy 1:** Provide leadership with professional development to support deepening the effectiveness of PLCs and use of data. (Area of Focus 1; G1.B1.S1 and G3.B1.S1 in DIAP)

*Rationale:* The principal leads the school leadership team (SLT). School leadership teams (SLT) meet to develop, implement, and monitor the School Success Plan (SuP) using a triangulation of multiple data sources for decision-making (Quarterly Checks, IRLA, Walkthrough data). Data sources are used to determine whether to continue, intensify, modify, or terminate current Success Plan strategies. Additionally, the principal with the SLT creates Tier 1 and Tier 2 infrastructure for academic interventions and monitors the effectiveness of both tiers. This team also monitors the overall "health" of the school community using Early Warning System (EWS) and other data sources to create Tier 1 and 2 infrastructures for behavior interventions and monitors the effectiveness of both tiers. Each quarter the Superintendent's Staff meets with school leadership to monitor the implementation of the SuP and to support the leadership in their efforts to bring about school improvement.

The principals at GHES, GSES, and PES have attended the PLC At Work Institute and have a strong knowledge base around professional learning communities. Drs. Buffum and King from Solution Tree will be providing support and training to the principal around Multi-Tier Systems of Supports structure to continue to strengthen her learning. Additionally, the state Regional Support to School Districts will provide follow up support aligned with this work. Each quarter, the Superintendent's Staff will meet with school leadership to monitor the implementation of the SuP and to support the leadership in their efforts to bring about school improvement.

GSES continues its intensive, multi-year work with Learning Sciences International (LSI) related to monitoring and measuring PD and deepening core instruction. This work involves a leadership coaching component, and will continue through this school year.

The principal at GSES is beginning her first year as principal at GSES, the principal at PES is beginning her second year at PES as principal, and the principal is beginning her fourth year at GHES. Pasco County Schools believes in each principal's vision for leadership and is providing supports to these leaders to assist them in their school improvement efforts (additional academic supports, additional behavioral and

social services supports, and recruitment/retention supports, etc.).

**Strategy 2:** Provide school leadership team with differentiated support from the Regional Team. (Area of Focus 1 and G3.B2.S1 in DIAP)

*Rationale:* To increase the likelihood of sustainability at each school, school leadership teams (SLT) will receive differentiated coaching support from the Regional team based upon data gathered from the Comprehensive Needs Assessment. A primary focus of this coaching will be building capacity for the SLT members to serve as facilitators in the problem solving process with a gradual release of responsibility to the grade level facilitators. The SLT will meet as a Professional Learning Community (PLC) to problem-solve the continued school-wide support of MTSS. Team facilitators will provide embedded Professional Development to team members on MTSS within their PLCs.

The Regional Team is headed by an Area Superintendent. The rest of the team is composed of Curriculum Specialists for mathematics, English/Language Arts, and science; a professional development specialist; a multi-tiered system of support specialist; and a learning design specialist. Additional supports are provided by the Regional Executive Director and the Regional Support to School Districts team from the Florida Department of Education.

### **Public and Collaborative Teaching**

The staff is committed to the school, receives strong professional development, and works together to improve the school.

In schools with strong collaborative teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- active partners in school improvement,
- committed to the school, and
- focused on professional development.

**Strategy 1:** Develop a unique marketing plan to inspire quality staff to seek opportunities at Turnaround schools.(G1.B9.S1 in DIAP)

*Rationale:* Research shows that instructional change is not a matter of abandoning beliefs, but of gradually replacing them with more relevant beliefs developed through experiences in a supportive environment (e.g., Nesper, 1987). If there is no change in the larger system, the struggling teacher and the innovation are doomed to frustration or abandonment (Bowers, 1973). Research demonstrates that implementation of significant change efforts must take into account the need to recognize teachers' belief systems and to design appropriate support.

The Area Superintendent, Director of Employee Relations, and school leadership presented a vision of focus to the staff at the schools during the third quarter. At that time, teachers at the schools were given the opportunity to opt out of returning to the school in the fall. Recruitment Fairs were held during May to assist the school leadership in hiring staff who have a passion to make a difference for the students at the Turnaround schools. Preview recruitment materials [here](#). A personal letter was sent to all teachers in the district from the Superintendent requesting consideration of teaching at identified high needs schools. Additionally, a recruitment fair was held at one of the schools within

each region. At this fair the principals spoke about their vision and the work of their schools.

**Strategy 2:** Provide financial compensation for all instructional staff to engage in additional PLC, professional development, and planning in each Turnaround school. (Area of Focus 1 and G3.B1.S1 in DIAP)

*Rationale:* Schools are being provided with an additional PD hours for all instructional staff to engage in additional PLC, professional development, and planning. PES is being provided with an additional 2,512 hours, GSES is receiving 1,689 hours, and GHES is receiving 2,191 hours. Beginning of the year professional development will consist of professional development (PD) to practice sessions addressing *Eureka Math*, curriculum guides, data to inform instruction, positive behavior interventions, and creating strong learning environments.

PLCs play a critical role in all of this focused work. A PLC is ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (Dufour, 2006).

A trio of researchers conducted a study of the teaching staffs in 24 schools to determine elements that contributed to the formation of strong professional learning communities (PLCs) and identified collaboration time as the most powerful factor, explaining 70 percent of the variation between schools in their relative strength of PLCs (Louis, et al, 1996). Separate research has found that in schools with well-developed PLCs students performed better in reading, math, science and history (Newman & Wehlage, 1995).

The PLC focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another.

Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal (Dufour, Dufour, Eaker & Many, 2006).

**Strategy 3:** Hold a Learning Symposium during the summer to offer professional learning to all staff. Hold a New Teacher Induction training week during the summer for all new teachers. Provide follow up sessions throughout the year to facilitate professional development (PD) to practice. (Areas of Focus 1, 2, and 3 and G3.B1.S1 and G1.B3.S1 in DIAP)

*Rationale:* To provide high quality professional development opportunities to administration, teachers, and coaches, the district will be hosting a week long summer learning symposium with targeted sessions on:

- SLT support with PLC processes (for admin and PLC Facilitators)
- Curriculum Unit Launch

- Integrated general sessions

These areas will provide an additional layer of targeted learning in curriculum and instruction in the areas supported through this Turnaround Plan (e.g., IRLA, Mathematical Shifts, and Unit Planning in all subject areas). Follow-up from sessions will include ongoing site-based coaching from school coaches and regional teams. PES New Teacher Support will be embedded into monthly regional support that is provided by the PD specialist. GSES staff continues to be engaged in their work with LSI on deepening core instruction and have multiple days scheduled throughout the school year for visits from LSI trainers. GHES staff continues its work with Innovative Designs for Education (IDE) to develop Learner-Active Technology Infused Classrooms (LATIC).

### **Ambitious Instruction and Learning**

Classes are academically demanding and engage students by emphasizing the application of knowledge.

In schools with strong ambitious instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, ambitious instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced, and
- aligned across grades

**Strategy 1:** Develop, adopt, and revise curricular resources that match the rigor and progression of the Florida Standards to ensure that the rigor of the instruction and student work increases in every classroom through high impact instruction. (e.g., Eureka math, scale up to all grades using IRLA, use of ReadyGen to support core ELA instruction). To address the needs of the high ELL population at PES, WIDA will be used to level students and create strategic class placement for students. Support for teachers with incorporating ELL strategies will be embedded into the unit planning and coaching cycles. GHES will continue partnership with IDE to develop Learner-Active Technology Infused Classroom (LATIC). GSES will continue its work related to deepening core instruction with Learning Sciences International (LSI). (Areas of Focus 2 and 3, and G1.B6.S1 in DIAP)

*Rationale:* Pasco County Schools will continue to partner with American Reading Company (ARC) to support and coach reading instruction. Implementing ARC's Independent Reading Level Assessment framework (IRLA) in each classroom K-5 will allow the staff to determine a student's current level of reading proficiency, diagnose areas of strength and weakness, formulate an action plan for next steps, and track progress while becoming experts in reading and the Florida Standards. This framework, tailored to identify and target student strengths and deficiencies, will address the needs of all subgroups in the school and will include intensive support for struggling readers.

The implementation of IRLA will include comprehensive and ongoing professional development for the staff. The professional development will consist of coaching with timely feedback, peer observations, team/department study groups, the use of diagnostic data, design of

intervening instruction for data identified gap(s) in individual readers at all levels, conferencing skills for use with individual students, building reading stamina, and small group mini-lessons.

Additionally, the schools have developed a tight implementation and monitoring plan entitled "Success Essentials." This plan details the expectations, including timelines, for implementation of individual conferencing and PLC meetings.

Pasco County Schools will be partnering with Great Minds to implement *Eureka Math*. *Eureka Math* offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics. *Eureka Math* was developed specifically to meet the new standards. It is a comprehensive curriculum that emphasizes deeper learning, critical thinking, and conceptual understanding of math.

The plan to implement *Eureka Math* is a three layered approach that includes district, regional, and school support. The district will provide monthly coaching support to the math coach, develop a curriculum guide for teachers, develop a communication guide for parents, and conduct frequent check-ins with the school to monitor implementation and determine needs for additional support. The regional supports include side by side coaching with the math coach, assistance with parent communications, and support with data analysis. At the school level, coaching support will be provided to each teacher implementing *Eureka Math*, all features of the *Eureka Math* program will be utilized, and PLCs will use the guiding questions to incorporate *Eureka Math* into planning and responding to teaching and learning.

A strategic approach to writing instruction will be used to improve writing skills with students in need and to enrich writing skills of those students who are strong writers. Instructional staff will participate in modeling and side by side coaching to build upon their knowledge of best practices in writing strategies across content areas. ReadyGen materials will be used to support students' reading and writing in response to text.

Gulf Highlands Elementary School will continue partnership with IDE for a Learner-Active Technology-Infused Classroom (LATIC). LATIC is a model of instruction that creates student--driven classrooms that are characterized by increased student engagement, high academic rigor, and increased student responsibility for learning, resulting in higher academic achievement through an emphasis on executive function. LATI classroom works to meld best practices into one cohesive, problem based, learning environment, that includes differentiated instruction, formative assessment, literacy across the content areas, and technology infusion for 21st century skills. Staff will be provided coaching support that includes professional development (e.g., fish bowls, side by side coaching, and modeling) and planning of authentic learning units.

Part of the financial compensation for additional PLC, professional development, and planning will be used for science curriculum development. Teachers will use the inquiry model to engage in hands-on science teaching and learning. Science academies conducted by the regional team and peer share within the school will also be vehicles used to enhance teachers' scientific knowledge base and develop science pedagogy.

**Strategy 2:** Provide academic coaches in each Turnaround school. (Area of Focus 3 and G1.B9.S1 in DIAP)

*Rationale:* The principles of instructional coaching are grounded in research on effective professional development and professional learning communities. Coaching is a promising approach because it strives to blend what is known about effective, job-embedded professional development with school-based and school-specific needs in both school culture and academic content.

Coaching helps educators make informed decisions about instruction and school organization that will lead teachers to teach in ways that help students gain a deep knowledge of subject matter so that they can bring that knowledge to bear on problems and questions that matter (Neufeld & Roper, 2003).

Coaches use a variety of professional development procedures to foster the high-quality implementation of instruction and interventions. These procedures include (a) conducting individual or small group meetings to identify how best to address the most pressing learning needs, (b) guiding teachers through instructional materials (i.e., curriculum resources, formative assessment resources), (c) collaboratively planning with teachers to identify when and how to implement interventions, (d) co-planning and preparing materials for teachers prior to instruction, (e) modeling instructional practices in teacher classrooms, (f) observing teachers using instructional practices or implementing interventions, and (g) providing timely feedback (Knight, 2004). The end goal of any coach is to improve the capacity in the building to instruct, intervene, and achieve improved student outcomes.

**Strategy 3:** Develop plan for supporting and monitoring coaching in Turnaround schools (coaching conference, observation cycles, e.g.). (Areas of Focus 1 and 3, and G1.B9.S1 in DIAP)

*Rationale:* All three schools have strong coaching teams. PES coaching team includes 4 high quality instructional coaches (2 ELA, Math, ELL, and Learning Design Coach). Both GHES and GSES have 3 high quality instructional coaches (ELA, Math, and Learning Design Coach).

Good coaching gets results—and it gets them fairly quickly. However, “good coaching” is not the reality for many coaches who operate in systems that are not organized to create, develop, and sustain the conditions for instructional improvement (Fullen & Knight, 2011).

Pasco Elementary’s school-based coaching plan includes administration meeting weekly with all coaches to discuss and reflect on school-wide data, to determine tiered levels of coaching support for staff, and to identify coaching cycles for priority staff members. In addition, there will be differentiated coaching support from the regional team, as well as, professional development and coaching support provided through monthly regional coaching meetings and district coaching conferences. Coaches will have a weekly coaching schedule that is submitted and monitored by administration and will also utilize a district developed coaching log to track and monitor coaching support.

Differentiated regional coaching support will be provided in the areas of unpacking standards, IRLA and monthly trajectory data meetings, Tier 1 and 2 monitoring, *Eureka Math* and Fluency Checks, Growth Mindset, and discussion of student work.

**Safe and Supportive Environment**

The school is safe and orderly. Teachers have high expectations for students. Students are supported by their teachers and peers.

In schools with a supportive environment, the school is safe, demanding, and supportive. In such schools:

- students feel safe in and around the school,
- they find teachers trust-worthy and responsive to their academic needs,
- all students value hard work, and
- teachers push all students toward high academic performance.

**Strategy 1:** Provide supplemental student services allocations to Turnaround schools. Prioritize Turnaround schools to receive consistent student support service teams. For PES, increases include an additional social worker. Both GSES and GHES have increases that include a guidance counselor and social worker. (Area of Focus 3 and G3.B3.S1 in DIAP)

*Rationale:* A high quality and consistent student services support team is essential in supporting behavior/social emotional and engagement success within a multi-tiered system of supports. This team in collaboration with the School-Based Intervention Team (SBIT) will be responsible for creating a school-wide infrastructure for Tier 2 and 3 behavior supports [e.g., Check and Connect, socials skills, or counseling groups, Functional Behavior Assessment (FBA)/Behavior Intervention Plan (BIP), connecting the right students with services provided by the community partners]. Student Services allocation increases occurred at all 3 schools. These are key members of the SBIT team and will be utilized to support behavior intervention and social/emotional learning. This team will also create a system for identifying significantly at-risk students using Early Warning System (EWS), universal skill screening, and other data sources for individual student problem-solving and monitoring of effectiveness. This team will ensure that the whole child is being addressed during Tier 3 problem solving meetings (e.g., by problem solving how to meet the needs of disengaged students by removing barriers to social, emotional, psychological, behavior, and academic learning) and ensuring that all students are college, career, and life ready. Having a high quality student services team will allow for a “wrap around” service delivery approach to support the academic, physical, mental, and socio-emotional well-being of all students.

**Family and Community Engagement**

The entire school staff builds strong relationships with families and communities to support learning.

In schools with involved families, the entire staff builds strong external relationships. Such schools:

- see parents as partners in helping students learn,
- value parents' input and participation in advancing the school's mission, and
- support efforts to strengthen its students' community resources.

**Strategy 1:** Focus on efforts to build capacity of staff to support students living in poverty and work with students with behavioral challenges through an additional layer of support at Turnaround schools. GHES and GSES staff had the opportunity to attend the Ruby Payne and Donna Beegle workshop around strategies to understand and support children of poverty. GSES has a school-community partnership with Premier Community HealthCare Group (University of South Florida, St. Petersburg) and the Youth and Families Alternatives (Pasco County Schools)

to provide families various community services on school campus. (Area of Focus 2 and G3.B3.S1 in DIAP)

*Rationale:* Staff needs assistance and support in understanding the real and structural causes of poverty, and they need information to help them debunk common myths and stereotypes about people who live in poverty. Support will include research-based strategies and offer research-based strategies and insider perspectives for improving relationships, communication, and opportunities across poverty barriers from a consultant who is an expert in the field. The support will provide models and programs that increase a connected, collaborative, community-wide approach to fighting poverty with the intent of educating and engaging staff not in poverty for making a difference among those who are in poverty (Beegle, 2016).

GSES is a community school that will have onsite services offered by Premier Community HealthCare Group (University of South Florida, St. Petersburg) and the Youth and Families Alternatives (Pasco County Schools). A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development, and community engagement leads to improved student learning, stronger families, and healthier communities. Based upon the research conducted by the National Center for Community School, the following outcomes are the results over a 19 year period (1993-2011): increases in academic performance, student and teacher attendance, school climate, parent and family involvement, mental and physical health, positive youth development, and school readiness (National Center for Community Schools Research, 2016). There is a Memorandum of Understanding amongst all parties to promote a community school that reduces non-academic barriers to education through providing services at GSES. These wrap around services will include a continuum of wellness services and afterschool activities that are available to students, family, and the community.

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