



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.

William D. Moseley Elementary School 0351

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.

William D. Moseley Elementary School participated in the 5Essential Survey during school year 2014-2015 and 2015-2016. Using the data provided in the 5Essential Surveys along with school site visits and trend data, the district leadership team determined that additional effort should be placed into strengthening the domains of Effective Leaders and Collaborative Teachers.

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 Community Assessment Team chose the District-Managed Turnaround option when the district applied for SIG3. Since that time the school has shown improvement. The district has made additional changes at the school for school year 2016-2017 that will continue to move the school toward successful exit out of Differentiated Accountability status.

During school year 2015-2016 the school earned a grade of "D" but was only 1 point from a "C". In previous calculations students who participated in the Alternative Assessment were added to the grading formula. This subgroup has

historically performed well at Moseley. Had this sub-group been included during the 15-16 calculations, we believe that Moseley would have reached the "C" grade designation.

Over the last few years, Moseley Elementary School has made considerable growth in the "learning gains" categories. During school year 2014-2015 grade calculation was based on proficiency only. It should be noted that although the school received a preliminary grade of "F" during the 14-15 year, the school was 2 points from a "D".

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.

Area of Focus 1

The district will participate in the 8 Step Problem Solving Process with a member of the Northeast DA team on 9/1 and 9/2. The focus of the problem solving sessions will be around Area of Focus 1. Our Goal is currently written as; "If we develop and implement a continuous Pre-Kindergarten through 12th grade system of targeted and sustained intervention,

then we will be able to identify, support, and monitor students who are at-risk, thus improving the likelihood that all students will matriculate and successfully graduate with the skills for post-secondary success."

Area of Focus 4

Last year the district created a job description for a "Turnaround Principal". In the Spring of 2016 the district completed a comprehensive search to replace the principal at Moseley with someone who met the qualifications in the job description created with the support of the Northeast DA team. The district leadership team will include this information in the 2016-2017 DIAP and continue a similar process for the assistant principal and instructional coaches at the school in District Managed Turnaround.

DMT Item 1:

The following personnel on the District Leadership Team will provide additional support to Moseley throughout the year. Helen Muir, Assistant Superintendent of Curriculum and Instruction, will ensure that the professional development team and their resources will support Moseley at a rate above the other schools in Differentiated Accountability.

Debby Decubellis, Director of Human Resources, will support by ensuring that any transfers to or out of the DMT will include a review of State VAM and District data. Any moves will be in collaboration with the Principal. Any vacancies that occur throughout the year will be posted and filled immediately.

Laura France, Director of Elementary Education, will act as the "turnaround lead" for the district. Support for the principal will be ongoing throughout the year with bi-weekly review of school improvement needs.

Jonathan Hinke, Turnaround lead for the School Improvement Department, will support by reviewing SIP and progress monitoring data, supporting the "turnaround principal" PLC, supporting the Instructional Review and follow-up activities, and supporting the facilitation of any additional PD needs the school may have.

The professional development team, Matt Fuller (Math), Juli Carter (ELA), Ryan Zimmerman (Science), Susan Gaboriau (Integration of Technology), and Michelle Mikell (MTSS and PBS Coordinator) will support Moseley at a rate above the other schools in Differentiated Accountability.

DMT Item 2:

Title I is supporting schools in Focus and Priority status with School Improvement Specialists that support the leadership team and teachers. This year the system of support will include procedures to guide the school-based teams in progress monitoring, data disaggregation, target setting and data chats between stakeholders. After the initial Instructional Review of all DA schools, the District Managed Turnaround, Moseley Elementary School, will be supported at an increased rate beyond the DA schools. This increase is a change from the previous year where all "F" schools were provided the same amount of focus. This rate will be decided after the Instructional Reviews are completed.

DMT Item 3:

The Superintendent has appointed the Director of Elementary Education as the turnaround lead for the district. The Director of Elementary Education supervises the principal of the DMT and reports directly to the Superintendent for matters regarding the DMT site. Schools that operate under the turnaround process are supported by the district providing additional supports to each site. Through Title I and Title II, the district assists the schools in Focus and Priority status by supplying district School Improvement Specialists and Curriculum Content Specialists as needed. The Director of Elementary Education acts as a contact to secure support from the departments above. The School Improvement Department also has a turnaround lead that supports the collaboration of the school-based leadership teams, the district curriculum content specialists, the curriculum and instruction directors, and the Northeast Region Differentiated Accountability team. School leadership teams develop roles and responsibilities of support personnel, a systematic process for ongoing progress monitoring, and goals for teaching and learning.

DMT Item 5 and 6:

During school year 2015-2016, all instructional staff at the DMT site were required to reapply to retain a position at that site for school year 2016-2017. Only teachers who showed increased learning gains of 65% or higher in reading or mathematics were allowed to return. Teachers who were hired were offered a sign on bonus for 2016-2017.

Teachers who did not receive Effective or Highly Effective ratings as defined in the district's approved evaluation

system were reassigned to another site. Staff members who did not wish to reapply to that site or did not meet the criteria to remain were allowed to transfer to another school in the district. Any teachers remaining at the site with a less than effective VAM score will be replaced/reassigned at the end of the 2016-2017 school year.

The DMT site will be given priority as it pertains to filling vacancies throughout the year. The Director of Human Resources, the District Turnaround Lead and the Principal of the DMT will meet to discuss transfer options or posting of job vacancies as turnover occurs at the school. Additionally, the Director of Human Resources will create a plan for recruitment of teachers for the vacancies that are known for the 2017-2018 school year.