

# 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.

Memorial Elementary School, #0081  
Nocatee Elementary School, #0181  
DeSoto Middle School, #0161

## Part II: Stakeholder Engagement

### A. Community Assessment Team

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

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

The Community Assessment Team (CAT), comprised of teachers, administrators, and community stakeholders, meet to review data form the Spring FSA of 2016. The CAT reviewed the Focus and Priority schools’ 2015-2016 data and looked for gains in Level 3-5 students. The CAT also reviewed i-Ready data collected form 2015-2016 school year. The CAT will meet once the school grades are released to make more specific recommendations for the 2016-2017 school year.

### B. Turnaround Option Selection Process

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

As stated in the DeSoto County School District’s DIAP, the district employs a full time Parental Involvement Specialist, who works directly with families and district personnel. Throughout the year, she works individually with each school to provide monthly parental meetings with topics such as: literacy nights, parent-teacher conferencing, assessment, anti-bullying, and pre-K to K transitioning. These monthly meetings are held both during and after school to maximize attendance by all families. These monthly meetings will include TOP updates. Special consideration is taken for our Hispanic community. Translators are available at all meetings. This year, each school will have a parent involvement center. In these centers, there will be a computer to have access to the parent portal, information on job searches, parenting books, etc. The main purpose is for parents to have a place to access books and information that they can use to help their child at home with their education. These centers will be maintained by the Parent Involvement Specialist. In addition, individual schools hold quarterly parent-teacher conferences. During these meetings, grades, assessment, and standards based instruction is discussed. Each school site also has an active SAC/Boosters organization, which meets monthly. These monthly meetings will also include TOP updates. They work to keep parents involved on events and news at each school.

**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 methodology used to determine the above named schools needs involved an analysis of numerous data points. Data points included: FSA (student achievement) proficiency, effective leadership, faculty evaluations, ambitious instruction and learning, and input from the Community Assessment Team. The district and school based administration analyzed these data points. The results are summarized across the five domains of effective schools as specified by Florida’s School Improvement Plan; Effective Leadership, Public and Collaborative Teaching, Ambitious Instruction, Safe and Supportive Environment, and Family and Community Engagement. Results are reported by individual item.

The charts below show the significant changes in the percent of students who achieved a level 3 or higher on selected assessments for the 2014-2015 and 2015-2016 school years.

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

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**Ambitious Instruction:**

*Student Achievement Data*

<b><u>Memorial Elementary</u></b>	<b>3<sup>rd</sup> grade</b>			<b>4<sup>th</sup> grade</b>			<b>5<sup>th</sup> grade</b>		
	14-15	15-16	Difference	14-15	15-16	Difference	14-15	15-16	Difference
FSA ELA	34%	39%	5%	43%	28%	-15%	28%	32%	4%
FSA Math	40%	46%	6%	60%	54%	-6%	28%	30%	2%
NGSSS Science							34%	38%	4%
<b><u>Nocatee Elementary</u></b>	<b>3<sup>rd</sup> grade</b>			<b>4<sup>th</sup> grade</b>			<b>5<sup>th</sup> grade</b>		
	14-15	15-16	Difference	14-15	15-16	Difference	14-15	15-16	Difference
FSA ELA	27%	30%	3%	26%	28%	2%	19%	27%	8%
FSA Math	34%	33%	-1%	32%	37%	5%	36%	25%	-11%
NGSSS Science							29%	21%	-8%
<b><u>DeSoto Middle</u></b>	<b>6<sup>th</sup> grade</b>			<b>7<sup>th</sup> grade</b>			<b>8<sup>th</sup> grade</b>		
	14-15	15-16	Difference	14-15	15-16	Difference	14-15	15-16	Difference
FSA ELA	26%	30%	4%	31%	20%	-11%	26%	38%	12%
FSA Math	21%	17%	-4%	33%	29%	-4%	30%	15%	-15%
NGSSS Science							33%	26%	-7%
NGSSS Civics EOC				47%	43%	-4%			

**Classroom Visits**

In each of the visits, a different coaching form was used for each school to gather the information in a central location. The form was created with Google forms and made available to all participants. Once all visits at each school were complete, the data was compiled for the district data. The following data was collected on each school form:

- Grade Level
- Subject Observed
- Quadrant Observed
- Student Engagement
- Evidence of Rigor rubric from ICLE
- School based questions (used for school data only)
  - Essential Questions alignment
  - Standards posted
- Additional Comments

Below is a comparison of the two visits.

**SCHOOLS VISITED IN AUG/**

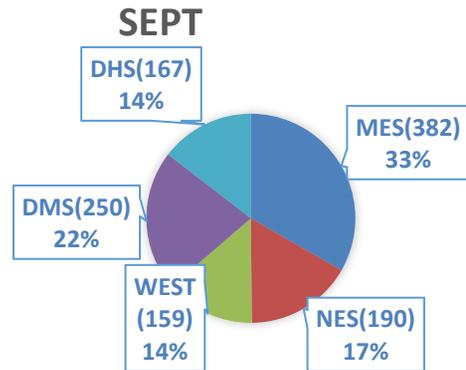
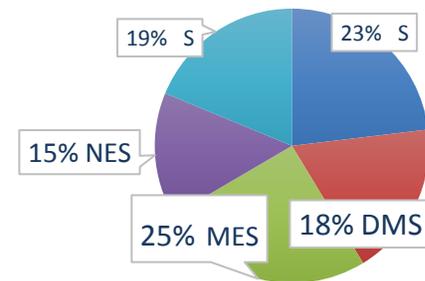


Figure 1: Schools sites, including number of classroom visits at each site during visit 1 in August/ September

Figure 2: Schools sites, including number of classroom visits at each site during visit in January

**Schools visited in January**



Quadrant Summary All Schools- August/September

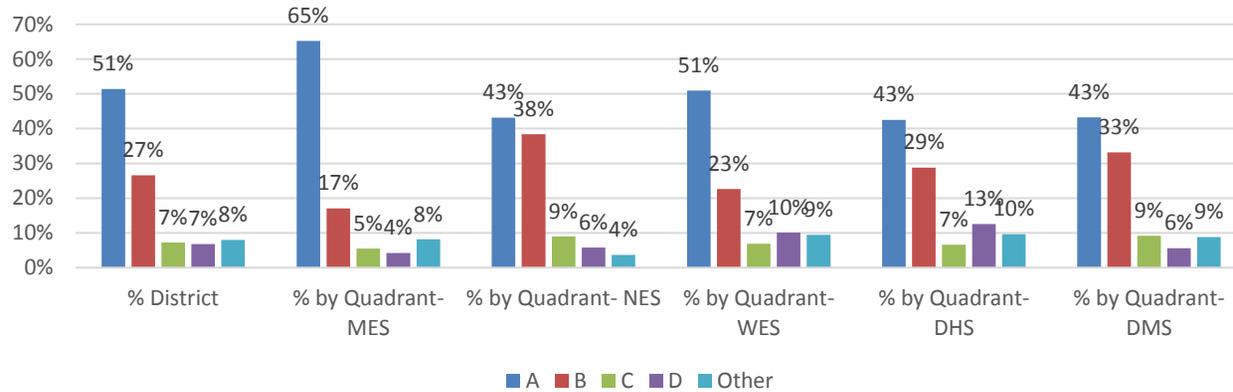


Figure 3: Quadrants observed at district levels, and by school level during visit 1 in August/ September

Quadrant Summary- January 2016

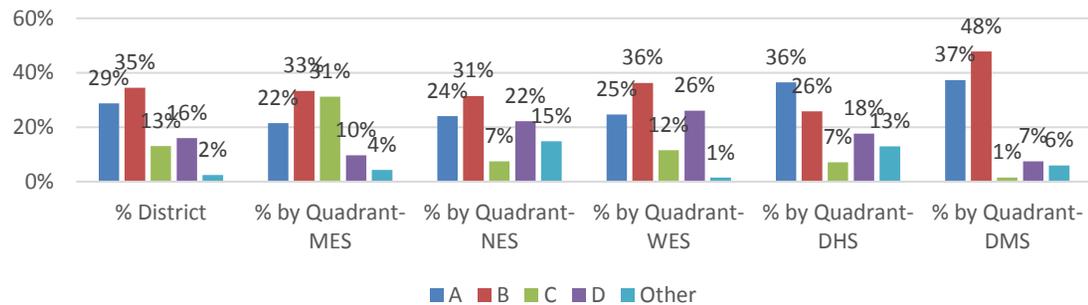
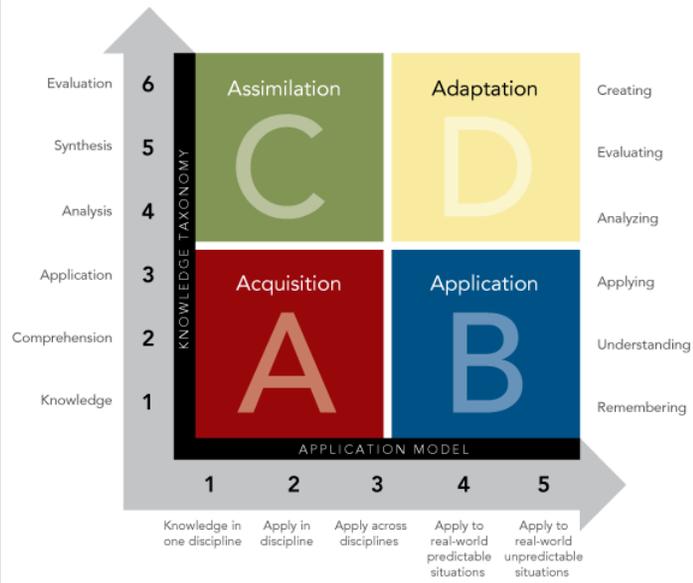


Figure 4: Quadrants observed at district levels, and by school level during visit 2 in January

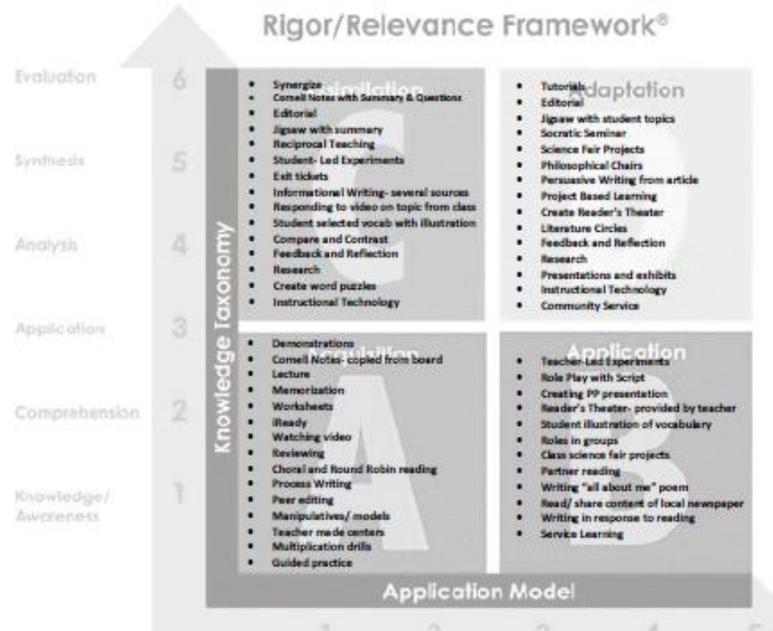
## 2016 - Turnaround Option Plan (TOP) - Phases 1 and 2

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The quadrants observed align with the 4 quadrants of Rigor and Relevance of effective classroom instruction. The model we are using with our teachers is below. We have been observing and working with teachers to identify which quadrant they are in and how to move to the next/ higher level. Specific professional development is designed and offered to the schools and teachers as identified by the classroom visits. Academic coaches and collaborative partners are utilized to facilitate the professional development offerings.



A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.



**Effective Leadership:**

Evaluation Data for the last two years (Principal portion of the evaluation only).

**INSTRUCTIONAL EVALUATIONS**

SCORE	14/15	15/16
Highly Effective	206	197
Effective	117	130
NI/ Developing	6	1
Unsatisfactory	0	1

Significant time and resources have been devoted to supporting administrators in their roles as instructional leaders, including one-on-one coaching. While we have several new administrators at the principal level, we worked hard to recruit highly qualified individuals. Each were purposely placed based on their leadership skills. The three schools named in the plan have new leadership teams. DeSoto Middle has all new administrators, Dr. Christina Britton as the principal, Matt Kane as AP, and Timothy Loughren as dean. Memorial Elementary School also has administrators in new roles. Tracey White moved from AP to principal, Dr. Bryan Johnson is new to the school as AP, and Keyla Hechavarria remains the dean. Nocatee Elementary has the same principal, Dan Dubbert but a new AP, Carrie Fuller. This year, we extended the leadership training to assistant principals (two new) deans (two new), academic coaches, and teacher leaders. We continue to invest in leadership training for our school leaders in order to retain them. International Center for Leadership Education will continue to provide our staff with strategies and professional development for rigor, relevance, and relationship. Mentoring will take place for any new principal at a TOP school to ensure professional support.

**VAM data provided by DOE**

School Grade	HE VAM	HE PR*	Eff VAM	Eff PR	NI VAM	NI PR	Un VAM	Un PR	# Tchrs
A	-	-	-	-	-	-	-	-	0
B	-	-	-	-	-	-	-	-	0
C	6.3%	0%	81.3%	93.8%	6.3%	6.3%	6.3%	0%	16
D	11.4%	14.3%	48.6%	68.6%	22.9%	17.1%	17.1%	0%	35
F	8.3%	16.7%	29.2%	75%	14.6%	8.3%	47.9%	0%	48
Unavail	0%	0%	100%	100%	0%	0%	0%	0%	3
<b>Overall</b>	<b>8.8%</b>	<b>12.7%</b>	<b>46.1%</b>	<b>76.5%</b>	<b>15.7%</b>	<b>10.8%</b>	<b>29.4%</b>	<b>0%</b>	<b>102</b>

\*Performance Rating

**Public and Collaborative Teaching:**

PD needs survey given to teachers at the beginning of each year to inform PD offerings for the upcoming school year. These results are then analyzed and shared with stakeholders. In addition, the data is shared with collaborating partners, including Heartland Educational Consortium (HEC) and International Center Leadership Education (ICLE).

I can benefit from additional staff development opportunities in the following areas: (Select at least 3 no more than 6).

Answer Choices	Responses
Instructional needs of students identified as gifted	11.97%
Teaching and addressing the needs of students with special needs and/ or disabilities (ESE, 504)	31.69%
Rtl Identifying early and appropriate interventions to help struggling students	38.73%
Teaching (and addressing the needs of) limited English proficient students	26.06%
Effective methods for improving student behavior in the classroom	35.21%
Understanding and using data and assessments to improve classroom practice and student learning	30.99%
Research-based best instructional practices	26.06%
Curriculum integration/ project based learning	38.73%
Differentiated instruction	25.35%
Socratic Seminar or other college readiness strategies	9.86%
Student engagement and motivation/ classroom climate	28.87%
Effective use of technological resources to improve teaching practice and student learning	45.07%
Other (please specify)	16.90%
<b>Total Respondents: 142</b>	

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

I can benefit from additional content specific professional development in ELA: (Select all that apply)

Answer Choices	Responses
Classroom setup and learning centers	29.58%
Guided reading	20.42%
Reading Strategies	35.92%
Literature Circles	28.87%
Performance-based assessment and grading	26.76%
Text complexity	23.24%
Six Traits of Writing	23.94%
K-12 Writing continuum across content areas	28.17%
Other (please specify)	6.34%
<b>Total Respondents: 142</b>	

I can benefit from additional content specific professional development in mathematics: (Select all that apply)

Answer Choices	Responses
Common Core State Standards- teaching for depth and understanding	42.96%
Differentiated instruction and guided math	36.62%
Performance-based assessment and grading	26.06%
Progress monitoring tools	22.54%
Math curriculum resources	37.32%
Other (please specify)	12.68%
<b>Total Respondents: 142</b>	

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Of the following areas of professional development, which issue(s) is/are your top personal priority(ies) for improvement over the next year? (Select all that apply)

Answered: 142 Skipped: 0

Answer Choices	Responses
Special education- students with disabilities	24.65%
Special education- academically gifted students	5.63%
Limited English proficiency	16.20%
Rtl/ Closing the achievement gap	37.32%
Student progress monitoring	19.01%
Literacy strategies (reading and writing across the curriculum)	26.06%
Standards-based/ performance-based instruction	29.58%
Research-based best instructional practices	18.31%
Helping students practice and deepen their knowledge	37.32%
Helping students generate and test hypotheses	14.08%
Engaging and motivating students	40.14%
Effective classroom management rules and procedures	26.06%
Establishing relationships with students and high expectations for all	36.62%
Other (please specify)	2.82%
<b>Total Respondents: 142</b>	

Common Planning as outlined by the bell schedule.

DeSoto Middle School has common planning within subject area, not necessarily within grade level. Ex. 7<sup>th</sup> grade math has common planning, but 7<sup>th</sup> grade ELA has a different planning time.

**Memorial Elementary**

**Bell Schedule/Common Planning**

Period 1	
Period 2	2nd Grade
Period 3	3rd grade
Period 4	4th grade
Period 5	1st grade
Period 6	Kindergarten
Period 7	5th grade

**Nocatee Elementary**

**Bell Schedule/ Common Planning**

Period 1	1st grade
Period 2	Kindergarten
Period 3	2nd grade
Period 4	4th grade
Period 5	3rd grade
Period 6	5th grade
Period 7	

**Safe and Supportive Environments:** (data from Skyward and Performance Matters)

	>15 days absent 15-16
<b>DeSoto Middle School</b>	56%
<b>Memorial Elementary</b>	24%
<b>Nocatee Elementary</b>	24%

	>2 Referrals in Q1	>2 Referrals in Q2	>2 Referrals in Q3	>2 Referrals in Q4
<b>DeSoto Middle School</b>	3%	9%	4%	14%
<b>Memorial Elementary</b>	1%	3%	1%	4%
<b>Nocatee Elementary</b>	3%	3%	1%	8%

	Enrolled in at least 2 schools in 2015-2016
<b>DeSoto Middle School</b>	34%
<b>Memorial Elementary</b>	4%
<b>Nocatee Elementary</b>	7%

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**Family and Community Engagement:** *(survey through AdvancEd for district accreditation)*

Section: Purpose and Direction

Question / Institution			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Total	
			%	%	%	%	%	%	%	
1. Our agency's purpose statement is clearly focused on improving professional practice	DeSoto County School District	Average Score	43.14%	33.33%	23.53%	0%	0%	0%	100%	
		4.2	43.14%	33.33%	23.53%	0%	0%	0%	100%	
	Total			43.14%	33.33%	23.53%	0%	0%	0%	100%
2. Our agency's purpose statement is communicated to and understood by all stakeholders.	DeSoto County School District	Average Score	23.53%	50.98%	15.69%	7.84%	0%	1.96%	100%	
		3.84	23.53%	50.98%	15.69%	7.84%	0%	1.96%	100%	
	Total			23.53%	50.98%	15.69%	7.84%	0%	1.96%	100%
3. Our agency has goals and a plan for improvement of programs and services.	DeSoto County School District	Average Score	35.29%	47.06%	15.69%	0%	1.96%	0%	100%	
		4.14	35.29%	47.06%	15.69%	0%	1.96%	0%	100%	
	Total			35.29%	47.06%	15.69%	0%	1.96%	0%	100%
Total				33.99%	43.79%	18.3%	2.61%	0.65%	0.65%	100%

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### Section: Governance and Leadership

Question / Institution			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
			%	%	%	%	%	%
4. Our agency's governing body operates responsibly and functions effectively.	DeSoto County School District	Average Score	18%	54%	22%	6%	0%	100%
		3.84	18%	54%	22%	6%	0%	100%
	Total		18%	54%	22%	6%	0%	100%
5. Our agency supports an innovative and collaborative culture.	DeSoto County School District	Average Score	24%	56%	12%	8%	0%	100%
		3.96	24%	56%	12%	8%	0%	100%
	Total		24%	56%	12%	8%	0%	100%

Question / Institution			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
			%	%	%	%	%	%
6. Our agency has high expectations for their leaders and staff.	DeSoto County School District	Average Score	34%	50%	12%	4%	0%	100%
		4.14	34%	50%	12%	4%	0%	100%
	Total		34%	50%	12%	4%	0%	100%
7. Our agency communicates effectively with all stakeholder groups.	DeSoto County School District	Average Score	16%	42%	28%	12%	2%	100%
		3.58	16%	42%	28%	12%	2%	100%
	Total		23%	50.5%	18.5%	7.5%	0.5%	100%

### Section: Teaching and Assessing for Learning

Question / Institution			Strongly Agree	Agree	Neutral	Disagree	Not Applicable	Total
			%	%	%	%	%	%
8. Our agency offers programs and services that provide adult learners relevant and targeted learning opportunities.	DeSoto County School District	Average Score	31.91%	44.68%	17.02%	2.13%	4.26%	100%
		3.94	31.91%	44.68%	17.02%	2.13%	4.26%	100%
	Total		31.91%	44.68%	17.02%	2.13%	4.26%	100%
9. Our agency uses instructional delivery models that meet the individualized needs of adult learners.	DeSoto County School District	Average Score	23.4%	40.43%	23.4%	2.13%	10.64%	100%
		3.53	23.4%	40.43%	23.4%	2.13%	10.64%	100%
	Total		23.4%	40.43%	23.4%	2.13%	10.64%	100%
10. Our agency uses instructional delivery models that engage learners in the application of learning and the use of technologies as learning tools	DeSoto County School District	Average Score	29.79%	48.94%	17.02%	0%	4.26%	100%
		3.96	29.79%	48.94%	17.02%	0%	4.26%	100%
	Total		29.79%	48.94%	17.02%	0%	4.26%	100%

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Question / Institution			Strongly Agree	Agree	Neutral	Disagree	Not Applicable	Total
			%	%	%	%	%	%
11. All agency staff collaborates with constituent schools/systems to develop, deliver and improve programs and services.	DeSoto County School District	Average Score	21.28%	59.57%	14.89%	4.26%	0%	100%
		3.96	21.28%	59.57%	14.89%	4.26%	0%	100%
	Total			21.28%	59.57%	14.89%	4.26%	0%
12. Our agency uses data to identify the needs of the constituent schools and systems it serves.	DeSoto County School District	Average Score	27.66%	57.45%	12.77%	2.13%	0%	100%
		4.11	27.66%	57.45%	12.77%	2.13%	0%	100%
	Total			27.66%	57.45%	12.77%	2.13%	0%
13. Our agency's staff stays current on research related to effective practices for schools and systems.	DeSoto County School District	Average Score	25.53%	51.06%	21.28%	0%	2.13%	100%
		3.96	25.53%	51.06%	21.28%	0%	2.13%	100%
	Total			25.53%	51.06%	21.28%	0%	2.13%
Total			26.6%	50.35%	17.73%	1.77%	3.55%	100%

Section: Resources and Support Systems

Question / Institution			Strongly Agree	Agree	Neutral	Disagree	Total
			%	%	%	%	%
14. Our agency provides qualified staff to support their programs and services.	DeSoto County School District	Average Score	23.91%	52.17%	13.04%	10.87%	100%
		3.89	23.91%	52.17%	13.04%	10.87%	100%
	Total			23.91%	52.17%	13.04%	10.87%
15. Our agency has sufficient materials and fiscal resources to support its goals.	DeSoto County School District	Average Score	13.04%	56.52%	17.39%	13.04%	100%
		3.7	13.04%	56.52%	17.39%	13.04%	100%
	Total			13.04%	56.52%	17.39%	13.04%
16. Our agency's facilities, equipment and services provide a safe, clean and healthy environment for all stakeholders.	DeSoto County School District	Average Score	32.61%	56.52%	6.52%	4.35%	100%
		4.17	32.61%	56.52%	6.52%	4.35%	100%
	Total			32.61%	56.52%	6.52%	4.35%

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Question / Institution			Strongly Agree	Agree	Neutral	Disagree	Total
			%	%	%	%	%
17. Our agency has the technology resources to support its programs and services.	DeSoto County School District	Average Score	34.78%	56.52%	4.35%	4.35%	100%
		4.22	34.78%	56.52%	4.35%	4.35%	100%
	Total		34.78%	56.52%	4.35%	4.35%	100%
Total			26.09%	55.43%	10.33%	8.15%	100%

**Section: Using Results for Continuous Improvement**

Question / Institution			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	Total
			%	%	%	%	%	%	%
18. Our agency uses feedback and performance data to monitor the effectiveness of its programs and services.	DeSoto County School District	Average Score	23.91%	45.65%	21.74%	4.35%	0%	4.35%	100%
		3.76	23.91%	45.65%	21.74%	4.35%	0%	4.35%	100%
	Total		23.91%	45.65%	21.74%	4.35%	0%	4.35%	100%
19. Our agency regularly collects feedback and data regarding all programs and organizational conditions.	DeSoto County School District	Average Score	21.74%	36.96%	26.09%	13.04%	0%	2.17%	100%
		3.61	21.74%	36.96%	26.09%	13.04%	0%	2.17%	100%
	Total		21.74%	36.96%	26.09%	13.04%	0%	2.17%	100%
20. Our agency monitors data and keeps stakeholders informed of its achievement of the agency's goals.	DeSoto County School District	Average Score	19.57%	41.3%	28.26%	8.7%	2.17%	0%	100%
		3.67	19.57%	41.3%	28.26%	8.7%	2.17%	0%	100%
	Total		19.57%	41.3%	28.26%	8.7%	2.17%	0%	100%
Total			21.74%	41.3%	25.36%	8.7%	0.72%	2.17%	100%

Overall, our stakeholders felt that our district rated as a 3.96 on a 5 point scale. According to the surveys collected, they felt that there is a clear purpose and direction for our district, question #1, (4.2 on a 5 point scale). Our purpose is clear and focused on improving student achievement and instructional practices. They also feel that plans are in place that align with the district’s purpose for the improvement of programs and services in our district, question #3, (4.14 on a 5 point scale). Stakeholders also feel that our school district has the technology resources to support the program and services that we offer, question #17, (4.22 on a 5 point scale).

Our district strives to support collaboration among staff members and to maintain a positive working environment. We also set high expectations for our leaders and staff. By promoting collaboration and setting expectations that are attainable, stakeholder satisfaction will increase. Working together creates a positive bond between coworkers and ensures the work is done to the standard necessary.

Regardless of the feedback sources used, our stakeholders have consistently stated that they feel our district has clearly stated its purpose and aligned it with well thought-out plans to improve student achievement. It has been stated that this is due to the district setting high expectations for all members and being provided with the resources needed to achieve them.

According to the surveys collected, our stakeholders feel that our district could do a better job of communicating information effectively, question #2, (3.84 on a 5 point scale). They feel that they need feedback on programs used to monitor their effectiveness, question #18, (3.76 on a 5 point scale). Stakeholders also want to be informed on achievements earned toward the goals set by the departments or district as a whole, question #20, (3.67 on a 5 point scale). Effective communication is necessary for continuous improvement for all stakeholders.

Within our school district, a trend that has decreased our stakeholder satisfaction is the lack of individualized training. Training is essential to any profession, but more care needs to be taken when giving large group trainings. Individualized needs of our stakeholders need to be taken into consideration when planning training. Different instructional models can be used to deliver effective trainings that are both informative and individualized. The district is striving to provide more structured professional development aligned with individual classroom strategies, as requested by our stakeholders. AVID and Leader in Me are two prime examples of systems in our district that provides professional development and explicit classroom strategies that are increasing student engagement.

Communication is key to having a successful workplace. More effort needs to be placed in sharing information learned from the top level down to all stakeholders. Stakeholders want to be informed of the items that directly affect their job. Whether it is data that has been collected or the achievement of district goals, more care needs to be placed in sharing that information to all involved parties. Over the past few years, district personnel have effectively used social media tools as well as previously, underutilized tools to communicate and encourage student and parent participation across the board. Specific focus has been given to afterschool and enrichment programs with a concentration on incorporating and overcoming language barriers with the local population.

Within all feedback sources, communication has been a major concern among our stakeholders. This has been expressed in surveys, informational meetings, and personal conversations throughout the year. The district is currently working on ways to effectively deliver needed information to all stakeholders.

**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 will manage the implementation of the turnaround plan(s). The district will be supporting the plans as we felt it was the most comprehensive way of addressing the needs at each school site. This option a less disruptive way to monitor the schools. We also have new staff in place that will be working to improve each of the school sites.

The building of school level capacity is supported by the district in various ways, including personnel analysis, problem solving, progress monitoring, and Title One support. The school based administration will work in partnership with the Title One office to utilize their Title One budget effectively, adding additional layers of support that data corroborates. Personnel added includes additional Academic Coaches, guidance counselors, psychologists, and social workers, providing additional resources that allow for students to be successful.

Principals and Assistant Principals are matched to complement each other’s leadership skills based on our evaluation system. Our Human Resource Department is crucial part of our efforts to support our schools through recruitment and retention of the most highly qualified and effective teachers. The determination of effective/highly effective status is based on the VAM scores and observation data.

## 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.**

Dr. Karyn Gary, Superintendent; Bertie Alvarez, Director of Instructional Services and HR, Dr. Angela Staley, Director of Student Services and ESE, Kristie Joens, Assistant Director of Instructional Services; Kathy Severson, Director of Federal Programs and Adult Education, Arah Show, District Testing Coordinator.

*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.**

- 1) Staff Recruitment: The district will estimate staffing allocations by April 1 of the coming year so that the recruitment and hiring process can be started earlier. Additionally, the district plans to attend additional recruitment fairs and events throughout the state.
- 2) School based spending: The Director of Finance, Director of Federal Programs, and support personnel will be meeting with principals monthly to monitor the effective allocation and spending of school based budgets.
- 3) Goal Setting: Each school will submit a year-long Celebration Plans and Rigor/Relevance/Relationship Plans. Any building level leader (Principal, Assistant Principal, Dean, and Instructional Coach) is required to submit these plans. The Director of Instructional Services and Assistant Director of Instructional Services, and support staff, will meet with building leadership periodically to monitor the effectiveness of the plan from the previous quarter, and identify new goals, or continuation of the same goal, for the next quarter.
- 4) Fidelity Checks: District and school level staff will participate in quarterly school walkthroughs to ensure effective implementation of instructional strategies, standards, and intensive interventions. The Superintendent is actively involved and monitoring all walkthroughs and development of school improvement plans.

**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.**

Turnaround Lead- Bertie Alvarez, Director of Instructional Services and HR.

**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.**

The school leadership teams develop their own school master schedule, based on state guidelines. The schedules are developed and tailored to specific school needs.

The Director of Finance, Director of Federal Programs, and support personnel will be meeting with principals monthly to monitor the effective allocation and spending of school based budgets. Each school determines how to spend their budget depending on needs to students.

**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.**

Teacher data is closely analyzed to determine if they have contributed to improved student outcomes. Teachers with potentially negative impact on student achievement may be switched to a grade level or subject area that is better suited for their skill set, may be identified for additional supports, or may ultimately be non-renewed. Several grade levels teams were separated last year, and additional professional development has been brought in to assist those other grade levels where student performance is a concern. However, it must be noted, that we are a rural district that struggles at times to maintain a consistent staff, especially with large scale retirements in the neighboring districts.

**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.**

Teacher data is closely analyzed to determine if they have contributed to improved student outcomes. Teachers with potentially negative impact on student achievement may be switched to a grade level or subject area that is better suited for their skill set, may be identified for additional supports, or may ultimately be non-renewed (if they are on annual contract). Several grade levels teams were separated last year, and additional professional development has been brought in to assist those other grade levels where student performance is a concern. However, it must be

noted, that we are a rural district that struggles at times to maintain a consistent staff, especially with large scale retirements in the neighboring districts.

Based on Article Ten of the Instructional Contract, the purpose of evaluations shall be to improve the quality of instruction and to comply with the mandates of Florida Statutes and State Board Rules governing the evaluation of instructional personnel. To that end, this Article is intended to provide information so that the teachers can better understand the factors that go into their evaluations.

The Teacher Evaluation System Procedures Manual (Evaluation Manual) shall reflect and explain the procedures and accompanying forms which shall be used for all observations, deliberate practice, and methods for measuring student growth. The manual shall be incorporated into and made part of this contract. This manual shall be available on line to all teachers.

The District shall provide professional development at the beginning of each school year on all aspects of the Teacher Evaluation System.

A PSC/CC teacher receiving a Summative Evaluation Rating of Unsatisfactory shall be placed on 90-day performance probation as outlined in Florida Statutes.

### 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 provide pacing guides/curriculum maps, along with necessary support through Professional Development in effective instructional strategies, in grades K-12. The district will also provide parental involvement and engagement opportunities to promote/support student achievement. This focus area is for all three TOP schools.

**DeSoto Middle School**

*Curriculum Maps:* All core content curriculum maps have been developed and reviewed for the upcoming school year. All maps are available on our district’s LMS for easy access and use in daily lesson planning. This summer 4 middle school teachers (Guidry, Social Studies; Longenecker, Science; Bement, Math; Meisner, ELA) met and worked to align curriculum in grades 6-8. This year, they will be working to align content maps through grade 12. Many benchmark progress monitoring checks are being given online through Performance Matters or Schoology.

*Professional Development:* Specific professional development is given at each school based on the PD needs survey given at the beginning of each year. This year student technology will be a focus, since much of the school has a 1:1 initiative. Rigor and Relevance professional development will continue this year with an emphasis on relationships. ICLE will be providing workshops and coaching visits with school based administration and personnel. The intent is to provide these research based strategies throughout their lessons and in their classroom environment.

*Supportive Environment:* This year along with rigor and relevance, relationships will be vital at DMS. Student will be encouraged and supported while in a risk taking environment. Teachers will encourage the students to branch out and try new approaches to learning through a technology rich and collaborative environment. The Check and Connect program is utilized at DMS. This program pairs students with and mentor that will provide support, tutoring, and counsel if needed. They meet weekly to “check” in and “connect” with the student. Data team meetings will also be held at the school site. These meetings are attended by the teacher(s) and leadership team members. These are held to review and discuss data

of students who are having academic and/or behavior difficulties. These teams will provide an educational safety net so that each student can be successful.

**Progress Monitoring:** Quarterly benchmark assessments are administered for all tested grade levels and courses. Data is analyzed and discussed by school teams and in quarterly district-level data chats. Teachers also have weekly data chats with their students and students all are actively charting their academic progress. There are two academic coaches available to assist staff members with data analysis, as well as provide direction on best practices based on their data. School based leadership teams provides ongoing opportunities for teachers to collaborate, identify critical content, and create rigorous lesson plans that are aligned to the standards by:

- Reviewing previous lessons
- Discussing research-based strategies to meet the standards
- Developing higher order questions
- Modelling best practices
- Participation in the coaching cycle
- Following The School District of DeSoto County Teacher Evaluation System

**Memorial Elementary**

**Curriculum Maps:** All ELA, Math, and Writing content curriculum maps have been developed and reviewed for the upcoming school year. All maps are available on our district's LMS for easy access and use in daily lesson planning. This summer elementary academic coaches worked to align the maps for each grade level. Additionally, they aligned writing standards for each grade level and developed writing rubrics based on the state writing rubrics. These will be used throughout the year to assess any writing sample taken. All progress monitoring checks will be done through i-Ready and aligned by standard. This is a new change for the 2016-2017 school year.

**Professional Development:** Specific professional development is given at each school based on the PD needs survey given at the beginning of each year. This year utilizing student data will be a focus. The academic coach and outside trainers will be working with the teachers to look at and understand the various points of student data gathered at the school site. Rigor and Relevance professional development will continue this year with an emphasis on relationships. ICLE will be providing workshops and coaching visits with school based administration and personnel. The intent is to provide these research based strategies throughout their lessons and in their classroom environment.

**Supportive Environment:** This year along with rigor and relevance, relationships will be vital. Student will be encouraged and supported while in a risk taking environment. Teachers will encourage the students to branch out and try new approaches to learning through a technology rich

and collaborative environment. Data team meetings will also be held at the school site. These meetings are attended by the teacher(s) and leadership team members. These are held to review and discuss data of students who are having academic and/or behavior difficulties. These teams will provide an educational safety net so that each student can be successful.

*Progress Monitoring:* Quarterly benchmark assessments are administered for all grade levels in tested subjects. Data is analyzed and discussed by school teams and in quarterly district-level data chats. Teachers also have weekly data chats with their students and students all are actively charting their academic progress. There is an academic coach available to assist staff members with data analysis, as well as provide direction on best practices based on their data. School based leadership teams provides ongoing opportunities for teachers to collaborate, identify critical content, and create rigorous lesson plans that are aligned to the standards by:

- Reviewing previous lessons
- Discussing research-based strategies to meet the standards
- Developing higher order questions
- Modelling best practices
- Participation in the coaching cycle
- Following The School District of DeSoto County Teacher Evaluation System

### **Nocatee Elementary**

*Curriculum Maps:* All ELA, Math, and Writing content curriculum maps have been developed and reviewed for the upcoming school year. All maps are available on our district's LMS for easy access and use in daily lesson planning. This summer elementary academic coaches worked to align the maps for each grade level. Additionally, they aligned writing standards for each grade level and developed writing rubrics based on the state writing rubrics. These will be used throughout the year to assess any writing sample taken. All progress monitoring checks will be done through i-Ready and aligned by standard. This is a new change for the 2016-2017 school year.

*Professional Development:* Specific professional development is given at each school based on the PD needs survey given at the beginning of each year. This year Number Talks PD will be a focus to increase the school's math scores. The academic coaches and AP will work with the teachers in PLCs and after school trainings to learn how to effectively introduce and teach various math concepts. A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide. Rigor and Relevance professional development will continue this year with an emphasis on relationships. ICLE

will be providing workshops and coaching visits with school based administration and personnel. The intent is to provide these research based strategies throughout their lessons and in their classroom environment.

Supportive Environment: This year along with rigor and relevance, relationships will be vital. Student will be encouraged and supported while in a risk taking environment. Teachers will encourage the students to branch out and try new approaches to learning through a technology rich and collaborative environment. Data team meetings will also be held at the school site. These meetings are attended by the teacher(s) and leadership team members. These are held to review and discuss data of students who are having academic and/or behavior difficulties. These teams will provide an educational safety net so that each student can be successful.

Progress Monitoring: Quarterly benchmark assessments are administered for all grade levels in tested subjects. Data is analyzed and discussed by school teams and in quarterly district-level data chats. Teachers also have weekly data chats with their students and students all are actively charting their academic progress. There are two academic coaches available to assist staff members with data analysis, as well as provide direction on best practices based on their data. School based leadership teams provides ongoing opportunities for teachers to collaborate, identify critical content, and create rigorous lesson plans that are aligned to the standards by:

- Reviewing previous lessons
- Discussing research-based strategies to meet the standards
- Developing higher order questions
- Modelling best practices
- Participation in the coaching cycle
- Following The School District of DeSoto County Teacher Evaluation System