

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

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

# Phase 1

## Part I: Schools to Be Supported

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

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

0091 – Combee Elementary School

1701 – Eagle Lake Elementary School

0601 – Fred Garner Elementary School

1231 – Griffin Elementary School

1702 – Palmetto Elementary School

## 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) includes district, regional, school and community stakeholders. The District team is led by the Superintendent and Deputy Superintendent and includes district leaders in Curriculum and Instruction, Technology, Student Support Services, Equity and Diversity Management, Assessment and Accountability, and ESOL. Regional Superintendents lead the district's five regions, and principals, teachers, students, parents, community/business partners, local government and community activists participate at the school and community level. The Regional Executive Director (RED) participates as the representative for the Florida Department of Education, (FLDOE), Bureau of School Improvement (BSI). At the initial meeting, turnaround options were presented for review and feedback. Subsequent quarterly meetings will involve review of student performance data (state and district-level assessments), attendance and discipline data, and data collected from ongoing instructional monitoring via school visits and classroom walkthroughs. Upon review and discussion of the data, the committee will engage in the Eight-Step Problem Solving process to continue identifying root causes of existing barriers and assist the district team in

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developing appropriate strategies and action steps to eliminate them.

### Combee Elementary School

#### Effective Leadership:

##### **Principal**

During 2014-15, there were many factors that contributed to the low performance of Combee Elementary. Some of these contributing factors carried over from the 2013-14 school year which included; lack of community support, excessive teacher turnover with 21 classroom vacancies at the end of the 2013-14 school year, seven teachers were assigned to a new grade level, all teachers in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades except one, were new to the grade level (a change was made before Mrs. Tammy Farrens was placed at Combee at the end of July 2014) and low staff morale was a systemic problem.

In addition to the residual effects from 2013-14, Combee Elementary was also faced with current issues that included: a new leadership team (principal, assistant principal, guidance counselor, math coach, reading coach and science coach), high over-age student population, and discipline rates were high with 737 referrals in 2014-15. The reading coach transferred out during the school year which left gaps of support for all staff members involved in reading instruction. The transition from FCAT to FSA and the new grading system that did not recognize learning gains for 2014-15 had a significant impact on the school grade.

At the end of July, 2014, Mrs. Farrens was appointed by the superintendent to Combee Elementary as acting principal in an effort to provide effective leadership based on her eight year tenure as assistant principal at Davenport School of the Arts.

Mrs. Farrens believes that building a climate and culture to support a positive learning environment is the cornerstone for achieving academic success. Building a strong academic team, providing consistency in staff, implementing standards based instruction with fidelity, and creating a supportive learning environment were the major objectives in 2014-15 to springboard the gains in the 2015-16 school year. She believed that reestablishing the school-home connection and building relationships with parents would make the difference in improving upon the school's "F" performance grade from the previous years.

During 2015-16, Mrs. Farrens was able to make dramatic increases for the school community.

- Standards-based, Positive Action curriculum was implemented in all classrooms in conjunction with a new Schoolwide Positive Behavior Support System that **decreased discipline referrals by 34%** from the previous year.
- The school was **fully staffed** with **highly qualified** personnel for most of the year. In December, a provisional substitute

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was hired for the 5<sup>th</sup> grade ELA position.

- Reinstated the school's Chess Team.
- After-school tutoring was provided for the majority of the school year.

Parent and Community events were attended by over **one hundred and fifty families each quarter**. Each event focused on a curriculum area giving parents an opportunity to become familiar with the new standards, interact with the staff and build relationships in a nonthreatening, positive atmosphere;

- Ready to Read Night
- Parent Conference Night
- Festival of Trees
- Math/Science Night
- Academic Showcase

Business partners from the community have **increased** ;

- Working with the community, more students were sponsored this year with food backpacks and uniform assistance.
- Junior League partnered with Combee to host a “Ready to Read” night to promote reading and every student received a book.
- Horace Mann sponsored incentives to increase attendance.
- FedEx partnered to provide a weekly STEM opportunity for students to learn computer coding skills and robotics.
- Volunteers were recruited from Harrison School for the Arts to provide arts opportunities for at-risk students
- Therapeutic music classes (DrumBeat) were provided to build leadership skills for at-risk students.
- Safety Patrol program was reinstated to provide leadership and decision-making opportunities for students

A **Parent Involvement Portable** has been established by the *Early Warning Director* to provide classes and support to the parents and community ranging from tax help, extreme couponing and is now partnering with AGAPE food bank to provide meals for students who are at-risk, a population that is 100% qualified for free lunch.

Classroom teachers were provided more support during Mrs. Farrens’ first two years at Combee Elementary:

- **Weekly Academic Leadership** meetings were held to focus on the issues of the students, staff and community. Each grade level was represented and had an equal voice. *Qualitative and quantitative data* were discussed at each meeting;
- Weekly messages were communicated to the staff and students that were relevant and focused on building a **positive, change oriented** climate and culture among the learning community;
- Student incentives focusing on *discipline* and *grades* were scheduled monthly and quarterly to increase overall

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- achievement and impact the student/family culture of the school;
- Literacy was **supported** school wide with every classroom expected to utilize Achieve 3000, to support the content areas, as well as implementing Comprehension Instructional Sequence (CIS) lessons (3<sup>rd</sup>-5<sup>th</sup>) and Close Reading strategies (K-2<sup>nd</sup>);
- Coaches and administrators were **assigned to each discipline and planned together weekly** to create standards-based lessons that were engaging and went to the full extent of the standard;
- Classroom walk-throughs were *increased* for all teachers, both evaluative and non-evaluative, as a basis for the **coaching model**;
- Student access to technology was *increased* by providing more computers per classroom increasing the ratio to 1:5;
- Title One money was utilized to **hire** a Reading interventionist and a Behavior interventionist to provide additional support;
- Classroom teachers also conducted walk-throughs of their peers. This non-evaluative approach opened dialogue about trends in classroom instruction and *increased* self-reflection from an external and cross-departmental perspective;
- Professional development was provided monthly;
- **New Teacher Mentoring** was provided consistently throughout the school year to provide support on various topics for new staff members;
- Overall Teacher Evaluations were *Effective* and a few were *Highly Effective*;
- Data chats were facilitated by teachers **in addition** to coaches and administration;
- School climate and culture has **improved**. Staff turnover has decreased by 71% for the upcoming school year increasing consistency among the learning community at Combee Elementary;
- The school's student attendance average for 2014-15 and 2015-16 stayed the same at 92%.

Out of 127 schools in the district receiving grades this year in Polk County, **Combee Elementary School was ranked number one in increased overall performance** that brought the school from a 21 “F” to a 40 “D” for the 2015-2016 school year.

Tammy Farrens, Principal of Combee Elementary School, has been an educator for Polk County Schools for 24 years. She has a bachelor’s degree in elementary education from Warner Southern College and a Master's in Educational Leadership from the University of South Florida. She began her career as a third grade teacher at Loughman Oaks Elementary School in 1992, the first year the school opened. In 1993-94, she was asked to participate on the Superintendent’s Curriculum Committee, where she worked collaboratively with teachers and district staff to make curricular recommendations. While at Loughman Oaks, she was

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asked to transition to a K-5 gifted resource position where she provided accelerated academic opportunities for gifted students. She implemented a schoolwide postal system to increase writing opportunities, coached the Economics Team, and organized the schoolwide reading incentive program for the school.

In 1996, Mrs. Farrens was accepted into the magnet school teacher pool by meeting the portfolio and interview requirements allowing her to transfer to Bethune Academy, a magnet school with a math and science focus. As a teacher of gifted students, Mrs. Farrens provided accelerated academics with an integrated curricular approach in line with the Core Knowledge district initiative. She was selected as a presenter for the 8<sup>th</sup> National Core Knowledge Conference for her exemplary thematic curriculum unit. Again, at Bethune she was extensively involved in initiatives that impacted the school's success, such as facilitating the yearly Young Author's Conference, coaching the E-team, coordinating a partnership that facilitated writing opportunities at a community nursing home, attended training to become the Kagan cooperative learning school-based trainer, as well as the CRISS strategies and Hands On Equations school-based trainer. She also participated on a district gifted curriculum team whose purpose was to develop policy recommendations to provide consistent services throughout the district for gifted students. While on staff at Bethune Academy, Mrs. Farrens provided informational meetings to inform parents about the FCAT Writes assessment, provided training and modeled writing lessons in 2<sup>nd</sup> through 4<sup>th</sup> grade classrooms, as well as worked with intervention groups for writing, increasing the percentage of writing proficiency to 99 percent, which helped toward earning a school grade of "A." Also while at Bethune, Mrs. Farrens provided monthly consultative services for approximately 140 gifted students at Haines City High School.

In 2003, Mrs. Farrens transferred to Davenport School of the Arts, having been asked to help transition the school from a K-5 to a K-8 school. Being one of three middle school teachers, Mrs. Farrens developed the master schedules, grading procedures, middle school behavior supports and incentives, and was instrumental in building a positive learning community that integrated students from approximately five different feeder schools. In February 2006, Mrs. Farrens was appointed assistant principal at DSA. As assistant principal, she coordinated the application process for two successful Model Schools designations, co-presented at the FMEA conference on the topic of how the arts impact student achievement, and through providing a strong curricular support system, led the school in maintaining an "A" or "B" school grade status for the eight years she was assistant principal. In 2013, Mrs. Farrens was asked to be a facilitator for elementary and secondary administrator sessions for the FLDOE Common Core Summer Institute. This opportunity allowed her to work with state officials, administrators, and teachers from around the state of Florida.

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In July 2015, after completing a year as acting principal, Mrs. Farrens was appointed principal of Combee Elementary. In two years, Mrs. Farrens has decreased staff turnover by 71%, increased the school grade from the lowest “F” in the district to being one percent from a “C”. Discipline has decreased by 34%, allowing teachers to maintain instructional momentum and increased instructional time. Her out-of-the-box thinking, extensive knowledge of instructional strategies, curriculum development, and varied educational experiences are the characteristics that make her the best person to facilitate change at Combee Elementary.

### Public and Collaborative Teaching:

The school's master schedule has been designed to include common planning periods across grade levels. In the current collective bargaining agreement, an additional day of collaborative planning time was negotiated with the bargaining unit, bringing the weekly required total to two (2) days. The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional development, data chats, and sharing and modeling best practices and strategies. In addition, the Office of School Improvement implements job-embedded professional development by highly trained educators who are experts in content areas, behavior management, administration, and data analysis. The team supports administrators, teachers, coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices which improve student achievement.

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified staff needs for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies, best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching. Modeling, peer-to-peer practice, and feedback will be provided by school and district-based coaches as identified via school-based leadership meetings. District-assigned coaches will provide weekly support to the schools. Coaching activities will take place daily with the school-based coaches and weekly with district-based coaches. The district embarked on an initiative to build capacity in every content area with teacher leaders at each school through the Teaching and Learning Content Academy (TLC). Teacher leaders in each content area have been identified and are receiving additional training throughout the year through a train-the-trainer model whereby best practices and strategies

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are shared at each site.

Additional support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours of face-to-face meetings and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Tasks.
- 5E Lesson Starters were created to support teachers in using the 5E Instructional model. These presentations give a picture or video to introduce and conclude a lesson.
- New teacher resource site created to house the new district resources. It is kept in Office 365 so all district teachers can easily access these resources.

### Safe and Supportive Environment:

The school now has three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plan (SIP). This goal was developed through a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment action plan will be implemented and will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly School Advisory Council (SAC) meetings and quarterly Community Assessment Team (CAT) meetings.

In order to address needs of individual students, the school has access to academic and behavior interventions. Another layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department and the school to update

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and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

### Family and Community Engagement:

The school will have evening activities throughout the school year designed to foster community and family engagement and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to:

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and support made available through partnerships.
- adjust partnerships based on student data and assessment results.
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate. In addition to providing monthly newsletters, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation.

### **Eagle Lake Elementary School**

#### Effective Leadership:

##### **Principal**

In July 2014, at the request of the Superintendent, Connie Loutzenhiser was appointed as Interim Principal for Eagle Lake Elementary and was fully appointed to the position of Principal in July 2015.

During 2014-2015, the challenges that existed were:

- Security-When Mrs. Loutzenhiser arrived on campus there were many student/parent issues. She was charged with rebuilding relationships with all students and their families, specifically the parents. One of the biggest safety issues was no

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structured environment for parents to drop off or pick up students each day. A system was put into place. There were many days that Administration met with parents to discuss the issues. As the year progressed, most parents saw the safety of these students as a priority concern and abided by the system. In addition, all gates and doors were open for parents to walk around the campus as they saw fit. A buzz-in system was put in place at the front door and the campus is more secure.

- Teacher Morale-Teacher had very low expectations. Teachers needed to be trained in Standards Based Instruction, Data Analysis and Interpretation, Collaborative Planning, and be introduced to the Multi-Tiered System of Supports (MTSS)/ Response to Intervention (RtI) system. Many of these changes were met with resistance from teachers. For the first time, teachers were being held accountable to Administration.
- SAC Committee-More parents and business partners were added to be involved.

This was the first year for the new Florida Standards Assessment (FSA) where Eagle Lake Elementary scored: English Language Arts Proficiency: 36, Math Proficiency: 39, Science Proficiency (FCAT): 37

### Contributing Factors:

- Resources included: Site-based Reading Coach, Site-based Math Coach, District-based Reading Coach, District-based Math Coach, District-based Science Coach, and a Title I Reading Interventionist.
- Weekly Leadership meetings were held to continually analyze classroom data and make decisions concerning Interventions and Best Practices.
- DOE Turnaround Team made several visits, including Instructional Reviews.
- District incorporated Instructional Reviews.
- Attendance Rate: 94.66%
- Discipline: Referrals 134, 123 in classrooms, 11 on busses.

### During 2015-2016, challenges continued:

- Security-Parents and staff were used to the manner in which students were picked up and dropped off. As a result, the parent's issues dwindled and parents were agreeable with the procedures. Parent issues reported to the Regional Superintendent for 2014-2015, were approximately 30 and for 2015-2016, less than 10.
- Teacher Morale-Teacher moral was not where it needed to be. Support for Standards Based Instruction, Collaborative Planning and the MTSS/RtI process continued. Data analysis showed Administration that teacher grade level changes were

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necessary.

Changes were made for 2016-2017:

- Continued with staffing changes to have stronger teachers where needed.
- Appearance of Eagle Lake Elementary: The school appearance was addressed. There were many changes made: bushes/trees trimmed, flower beds remodeled, painting of interior of building 1, entry way was spruced up with hanging plants and decorative signs/flags.

This was the second year for the Florida Standards Assessment where Eagle Lake Elementary scored:

- English Language Arts Proficiency: 51 (gains of 15%) Mathematics Proficiency: 47 (gains of 8%) Science Proficiency (FCAT): 45 (gains of 8%)
- No longer in bottom 300 schools for the State of Florida.

Contributing Factors:

- Resources: Site-based Reading Coach, Site-based Math Coach, District-based Reading Coach, District-based Math Coach, District-based Science Coach, Title I Reading Interventionist and Title I Math Interventionist. 5th Grade was departmentalized based on strengths of individual teachers.
- A-Team advanced to Semi-Finals. First time in the history of the school over the last 20 years.
- Book Study: "Teach Like A Champion"
- Weekly Leadership Meetings to address academic and data issues.
- DOE visited for feedback on School Improvement Plan and Instructional Review.
- District Instructional Reviews (2).
- Mentoring systems were in place (MTSS/RtI) and reviewed periodically.
- Student incentives were used addressing school-wide expectations: SOAR
- Attendance Rate: 94.22 (compared to previous year: 94.66). Incentives were used for Perfect Attendance per grading period.
- Student Academic incentives were distributed every grading period.
- Data Chats were addressed with all teachers individually.
- Discipline referrals: 97 classroom (decrease), 45 bus referrals (increase).

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Eagle Lake Elementary has shown proficiency increases in English Language Arts, Mathematics and Science, but our continued concerns still need to be addressed. Several strategies and action steps planned for 2016-2017 are:

- Continue replacing less effective teachers, as well as placing more effective teachers, in grade levels to improve outcomes. For example: two 3rd Grade teachers are looping up to 4th and two 4th grade teachers are looping up to 5th.
- Will continue to attract teachers to tutor at-risk students.
- Tutoring program to begin in September as opposed to November. Will focus on the lower (25%) quartile/tiered students. This should facilitate additional gains.
- Continue PBS adding CHAMPS.
- Re-visit MTSS/RtI to update for fidelity.
- Continue multiple incentives for students.
- Book study continuation: “Teach Like A Champion.”
- Monthly Data analysis and data chats with teachers and students.
- School Improvement Plan to include information from DOE and Instructional Reviews.
- Weekly communication with instructional focus and logistical information to clearly communicate expectations.

Experience:

Mrs. Loutzenhiser has been with the Polk County School system for 23 years:

1993-94: 2nd Grade teacher, Janie Howard Wilson Elementary

1994-2003: 1st Grade teacher, Inwood Elementary

2003-2007: Instructional Support Teacher (Title I), Inwood Elementary

2007-2014: Assistant Principal, Sandhill Elementary

2014-2015: Interim Principal, Eagle Lake Elementary

2015-Present: Principal, Eagle Lake Elementary

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Additional support and resources have been developed and established to address instructional needs in reading, mathematics and science to include the following:

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### Family and Community Engagement:

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- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional

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- instruction and supports made available through partnerships
- adjust partnerships based on student data and assessment results
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation
- Continue to reach out to parents/guardians to increase participation in after school activities to enable parents to help their students at home. This would include: Title I Open House, Title I Parent Nights, and conference nights. Title I Open House, 2016, has already shown a growth of participation from 20% (2015) to 30%.
- 5<sup>th</sup> grade students, K Kids, will build a partnership with Key Club, of local high school, and local Kiwanis Club to introduce students to serving their school and community awareness as well as develop leadership skills.
- Students at risk are participating in therapeutic music classes, DrumBeat, to help shape behaviors (social skills) and build leadership skills while also obtaining music skills.
- Safety patrol program has been implemented to provide leadership and decision-making opportunities for students
- Alliance with KidsPac, students in need are being sponsored with food-snack pack for weekend food assistance.
- Working with local church, Faith Temple Apostolic Ministries, for uniform needs for students.
- Eagle Lake Baptist Church helps with Thanksgiving and Christmas baskets and gifts.
- Winter Haven Hospital helps with Angel Tree during Christmas.

### Fred Garner Elementary School

#### Effective Leadership:

#### **Principal**

During 2014-2015, Fred G. Garner serviced over 646 students. The student population is comprised of two Headstart units that service three and four year-olds, 2 ESE Pre-Kindergarten units, and 30 additional units for grades Kindergarten through fifth. Because Garner is a flow school, students in Polk County who are in need of services for Autistic and Intellectually Delayed disabilities use scholarships to attend although not within the defined zone. There were varying barriers which caused hindrances to student achievement including; lack of parent support, an increase in the percentage of students from poverty (100% free lunch 2015-2016), absenteeism among staff, lack of retention among staff (15 teachers hired and two administrators), and a noted

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ongoing barrier of high discipline rates/referrals (792 referrals) most due to major infractions including fighting and over 400 referrals noted in disruptive behaviors.

During her first year as principal, Dr. Crystal Richardson readily realized where ineffective instructional practices were happening and made instructional personnel aware of growth needed. Some instructional staff chose to leave during the school year. Others left at the end of the school year. For staff members that had difficulties with responsibilities such as but not limited to; timeliness, reporting to work, or using ethical judgement, progressive discipline was utilized by Dr. Richardson. She reassigned resource personnel at the conclusion of that year back to the classroom after observing that leadership was not their strong suit. Student discipline noticeably began at 7:15 a.m. at the opening of school and was ongoing throughout the day with multiple calls for assistance happening simultaneously.

Academically, concentration was heavily focused on providing professional development for instructors on ways to effectively teach Florida Standards. She gathered insight and implemented the suggestions given to her by her Regional Superintendent, School Improvement contact, and also from her Differentiated Accountability Team. In efforts to support instructors, Dr. Richardson had weekly dedicated Tuesdays for collaborative planning and Thursdays for professional development. Mondays, Wednesdays, and Fridays were classroom walkthrough days with ongoing feedback both verbal and in writing.

During 2015-2016, change was visible in the school community. The two School Improvement Goals were now shifting more towards a supportive environment and ambitious instruction: 1. Sustain a positive learning culture 2. Build the capacity of teachers in delivering standards-based instruction.

While improvement was made, discipline continued to be an area of concern with 855 referrals. Some of the major infractions noted from discipline include simple battery, fighting, insubordination, tobacco use, vandalism, and dangerous objects in student possession. With discipline continuing as a huge barrier in student learning, Dr. Richardson sought out help from varying resources including:

- Mindful Schools Grant (address social and emotional needs of students),
- Learning Resource Center support (tutoring at PEP building), 21<sup>st</sup> Century Grant (provides afterschool tutoring and social skills building for students), implementation of character education lessons (a part of the master schedule),
- Secured mentors from Polk State College Basketball team, implemented breakfast in the classroom program that more children have access to a healthy meal prior to starting their school day, district help with offering training for teachers (working with students with varying exceptionalities), and has requested a behavioral interventionist.

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Dr. Richardson is a participant with the University of Washington's study on principal professional development to impact student learning. As a participant, she received over 100 hours of professional development that was transferred into practice with her instructional staff including, but not limited to, side by side coaching, targeted feedback to teachers, using student data to inform instruction, providing a mission and vision that is focused on student achievement, all while adhering to the expectations of district and Differentiated Accountability stakeholders. Literacy in reading and math were supported under her direction by a reading coach and three intervention teachers. The resource team conducted weekly meetings, classroom walkthroughs with calibrated data to identify trends, offered feedback on lesson plans and collaboratively led professional development and learning communities.

### **Dr. Richardson's initiatives have included:**

- Provided professional training in curriculum, instruction, and technology.
- Developed partnerships with community stakeholders
- Modified MTSS protocols school-wide to address the needs of diverse individuals and groups
- Oversaw daily operations of school (student services, volunteers, substitutes, providing a safe school, etc.)
- Refocused instructional staff on use of data to inform instruction
- Professional development for instructional staff on procedures/routines/social emotional with hopes to decrease discipline issues and improve school culture and climate
- Fostered learning communities on campus among staff and students weekly
- Fostered Academic Coach facilitated collaborative planning model weekly to aid teachers in consistent use of best practices and high yield strategies to support instruction
- Revisions to the school-wide PBS System
- Redesign use of Resources for teachers and students (Academic Coaches and Interventionists-repurposed to have greater presence in classrooms and working with teachers and students based on student data)
- Dedicated attention to the 11 unit ESE Department that ranges from ESE PreK to ASD (autistic separate class units)
- Collaborated closely with Headstart in sharing Kindergarten expectations and assisting with the transitions
- Devised committees including staff members to increase adult ownership in processes

### Public and Collaborative Teaching:

The school's master schedule has been designed to include common planning periods across all grade levels. In the current collective bargaining agreement, an additional day of collaborative planning time was negotiated with the bargaining unit, bringing the weekly required total to two (2) days. The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional development, data chats, and sharing and modeling best practices and strategies. In addition, the Office of School Improvement implements job-embedded professional development by highly trained educators

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who are experts in content areas, behavior management, administration, and data analysis. The team supports administrators, teachers, coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will provide weekly support to the schools. Coaching activities will take place daily with school-based coach and weekly with district-based coaches.

Additional support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours of face-to-face meetings and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Tasks.
- 5E Lesson Starters created to support teachers in using the 5E Instructional model. These presentations give a picture or video to introduce and conclude a lesson.
- New teacher resource site created to house the new district resources. It is kept on Office 365 so all district teachers can easily access the resources.

### Safe and Supportive Environment:

The school now has three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plans (SIP). This goal was developed through a problem-solving process

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that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment action plan will be implemented and will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings.

While the school employs dedicated content area coaches, the school has access to academic and behavior interventions. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department, and the school, to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

### Family and Community Engagement:

The school will have evening activities throughout the school year designed to foster community and family engagements and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to:

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
- adjust partnerships based on student data and assessment results
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate. In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation

## Griffin Elementary School

### Effective Leadership:

#### **Principal**

Ms. Terry Strong's strength as an administrator has always been a sense of order and consistency to the campus by making sure that staff, students, and parents have a clear definition of expectations. Changing the culture and the beliefs of parents and students has been a major challenge. Too often the psychological needs of the students are exhibited during the instructional day, which takes away from the focus of teaching & learning. Countless hours have been spent with students who come to school

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displaying aggressive behavior while causing major disruption to the classroom and school environment.

In her time as a principal, Ms. Strong has proven to be a leader capable of improving and maintaining student achievement. Her first school, Winston Elementary, moved from a C to an A, and the A was maintained the next year before she moved on to her next challenge. The next school, Kingsford Elementary had earned a D for two consecutive years before Ms. Strong led them to a B in just one year. Following this success, the Superintendent challenged her yet again to take the helm of Griffin Elementary, which had earned an F rating in 2013. While the growth has not been as quick as in the other two schools, the school did rise to a D rating in her first year. Her commitment to students, staff, and the community continues to drive the work of school improvement every day.

### Public and Collaborative Teaching:

The school's master schedule has been designed to include common planning periods across grade levels. In the current collective bargaining agreement, an additional day of collaborative planning time was negotiated with the bargaining unit, bringing the weekly required total to two (2) days. The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional development, data chats, and sharing and modeling best practices and strategies. In addition, the Office of School Improvement implements job-embedded professional development by highly trained educators who are experts in content areas, behavior management, administration, and data analysis. The team supports administrators, teachers, coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will provide weekly support to the schools. Coaching activities will take place daily with school-based coach and weekly with

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district-based coaches.

Additional support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours of face-to-face meetings and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Tasks.
- 5E Lesson Starters created to support teachers in using the 5E Instructional model. These presentations give a picture or video to introduce and conclude a lesson.
- New teacher resource site created to house the new district resources. It is kept on Office 365 so all district teachers can easily access the resources.

### Safe and Supportive Environment:

The school now has three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plans (SIP). This goal was developed through a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment action plan will be implemented and will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings.

While the school employs dedicated content area coaches, schools have access to academic and behavioral interventions. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department, and

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the school to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

### Family and Community Engagement:

The school will have evening activities throughout the school year designed to foster community and family engagements and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
- adjust partnerships based on student data and assessment results
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation

### **Palmetto Elementary School**

#### Effective Leadership:

##### **Principal**

During 2014-15, there were several factors that contributed to the low performance of Palmetto Elementary; the dual language program was not implemented with fidelity in all grade levels from Kindergarten through fourth grades, a large number of English Language Learners, high turnover of instructional staff at the end of the 2013-14, placement of instructional staff by previous leadership in assessed grade levels in which teachers had no work experiences (a kindergarten teacher was administratively placed into a fourth grade position), a Math Coach who was previously a Science Coach, and no Reading Coach at the beginning of the school year. Additionally, the school had no ESE/LEA facilitator so an ESE teacher had to complete the responsibilities of the LEA paperwork and was unable to provide services to ESE students.

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Mr. Edgar Santiago was appointed principal at Palmetto Elementary, July 28, 2014. Mr. Santiago served three years as the Assistant Principal of Curriculum at Mulberry High School where he focused on increasing student achievement on End of Course Exams and improving the students' graduation rate and college attendance rate. Before joining Mulberry High School, he served Mulberry Middle School as a Dean of Students, Assistant Principal of Administration and Assistant Principal of Curriculum for four and a half years. Prior to becoming an administrator, Mr. Santiago taught science at Mulberry Middle School for three years and taught Spanish at Lake Gibson High School for three and a half years. His professional work experiences include military leadership, serving as an officer, and a First Lieutenant in the United States Army Infantry.

The district placed a new assistant principal at the school during the week teachers returned to work. During that school year, Mr. Santiago implemented grade level team planning facilitated by Academic Coaches to increase teacher understanding of standards-based instruction, hired a Reading Coach in November, and collaborated with the district to create a plan to eliminate the dual language program by the end of the school year.

During 2015-16, instructional staff was placed in grade levels reflecting their professional work experiences. The school had a Math Coach as well as a Math Intervention teacher who provided small group math instruction to students. Collaborative team planning continued with Academic Coaches facilitating teacher understanding of standards-based instruction. Weekly grade level PLCs focused on analyzing student data and planning instruction based on the data. A second guidance counselor position was added to assist with ESE/LEA paperwork so that ESE teachers could instruct students. The dual language program was eliminated and students and parents could attend after school program to allow them to use Rosetta Stone to acquire English language skills.

With a mindset of continuous improvement, Palmetto Elementary has planned and will continue to refine the following for the upcoming year:

- Continue replacing less effective teachers, as well as placing more effective teachers, in grade levels to improve outcomes.
- Continue to tutor at-risk students after school and in Saturday academies.
- Continue PBS adding CHAMPS.

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- Re-visit MTSS/RtI to update for fidelity and improve implementations.
- Monthly data analysis and data chats with teachers and students.
- School Improvement Plan to include information from DOE and Instructional Reviews.
- Weekly communication with an instructional focus and logistical information to clearly communicate expectations.
- Provided professional training in curriculum, instruction, and technology.
- Developed partnerships with community stakeholders.
- Academic Coaches facilitated collaborative planning model weekly to aid teachers in consistent use of best practices and high yield strategies to support instruction
- Redesign use of resources for teachers and students (Academic Coaches, Interventionists, and paraprofessionals repurposed to have greater presence in classrooms and working with teachers and students based on student data)
- Devised committees including staff members to increase adult ownership in processes

### Public and Collaborative Teaching:

The school's master schedule has been designed to include common planning periods across grade levels. In the current collective bargaining agreement, an additional day of collaborative planning time was negotiated with the bargaining unit, bringing the weekly required total to two (2) days. The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional development, data chats, and sharing and modeling best practices and strategies. In addition, the Office of School Improvement implements job-embedded professional development by highly trained educators who are experts in content areas, behavior management, administration, and data analysis. The team supports administrators, teachers, coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

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- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
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### 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.

During 2015-16, monthly meetings were held with the district's School Improvement Office and Region III Regional Executive Director (RED) as well as with the schools to discuss District Managed Turnaround as the best option.

In addition, the District began to build several partnerships with external experts including the National Institute for School Leadership (NISL), the University of Washington's Center for Educational Leadership (CEL), and Safe and Civil Schools. The collaboration with these partners will allow the district to implement innovative practices and support for the schools.

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### 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 Polk County School District is in the process of developing a new Strategic Plan for 2016-2021 with the appointment of a new Superintendent, Mrs. Jacqueline Byrd, in April of 2016. The District analyzed student performance data and compared results with school, district, and national trends. The data has been shared with the community for input and feedback,

#### Methodology

The process began with the Superintendent collecting stakeholder input on the previously identified data trends via surveys and public forums. All told, this process included meetings and data collection with administrators, students, teachers, parents, employees, and community members such as churches, local businesses, and citizen advocates from across the district, which included representation from the TOP schools. Stakeholders were invited to provide feedback on the Strategic Plan goals.

The Superintendent also spent an extensive amount of time with the District's Leadership Team to assess what is working well and identify areas of improvement. This included a thorough analysis of the current state of teaching and learning as demonstrated by student achievement and performance gaps. The district also collaborated with the Bureau of School Improvement's Regional Executive Director to complete a review of practices and procedures identified within the TOP Implementation Rubric. This process allowed the Superintendent to identify specific areas of improvement in the 5 Essential Domains. The initial scoring is indicated on the chart below:

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	Emerging	Developing	Operationalizing	Optimizing
	The District and School Assess & Communicate	The District and School Design Activities	The District and School Implement Action Plans	The District and School Implement Systems
Multi-Tiered Systems of Support (MTSS)	x			
Standards-Based Instruction		x		
Differentiated Instruction		x		
Increased Learning Time	x			
Professional Development		x		
Family and Community Engagement		x		
Staff Recruitment and Retention	x			
Operational Flexibility	x			
Sustainable Practice	x			

Developed by the Bureau of School Improvement and completed in collaboration with the Regional Executive Director for Region 3, the district used Risk Factor Analysis. The following graphic details the process and indicators used:

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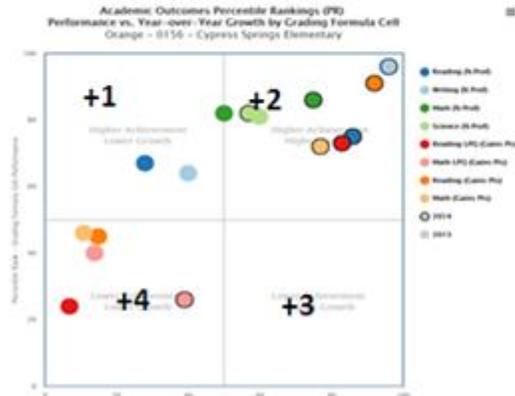
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### Risk Factor Analysis Indicators

#### Student Achievement Data

Use the Academic Outcome Plot chart in CIMS

By taking note of performance and growth trends for particular grade-cell subgroups, even a historically higher performing school may show a "risk factor"



#### Leadership

- A first year principal needs additional support regardless of talent levels.
- A principal new to a school faces additional challenges.
- A principal who has been at a school showing 2 years of more of declining student achievement data is in need of some additional support.

Beginning Principal or Principal that has shown a decline.	+2
Principal new to the school; has experience yet no trend data at this school.	+1
Principal with demonstrated success at current school.	+0

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### Supportive Environment

- Schools that have a higher rate of student absenteeism than other schools in the district are at risk.
- Schools that have a higher rate of student discipline referrals than other schools in the district are at risk.

Student absentee or discipline referral rates are 5% or greater than the district average.	+2
Student absentee or discipline referral rates are 1% or greater than the district average.	+1
Student absentee or discipline referral rates are less than 1% above the district average.	+0

### Educator Quality

- Schools that have higher than 24% of teachers new to teaching.
- Schools that have higher than 24% of teachers new to teaching within 3 years .
- Teacher absenteeism is higher than the district average.

Over 25% of the teachers are new to teaching or teacher absenteeism is 5% or greater than the district average.	+2
Less than 25% of the teachers are new to teaching, however 25% or more of the teachers have taught less that 3 years at this school or teacher absenteeism is 1% or greater than the district average.	+1
Less than 25% of the teachers are new to teaching, and over 25% of the teachers have taught at this school for at least 3 years. Teacher absenteeism is less than 1% over the district average.	+0

### Summary of Results

Below is a review of trend data and current data for each of the schools. District, regional, and school leadership engaged in a deep analysis of the data, in particular the areas where the school demonstrated losses or only moderate gains. Beyond reviewing student achievement data, the Bureau of School Improvement assisted the district in performing a Risk Factor Analysis (RFA) for each school. The data included effective leadership indicators, student attendance and discipline, and educator quality, which included teacher experience, performance, and attendance. As part of the team’s root-cause analysis the data review considered the following questions: *What were the barriers that caused school performance results to decline? Were there challenges in personnel, resources, master schedule, attendance, discipline, monitoring, coaching, and instructional practices? And, What can be done to overcome these barriers to improve student learning?*

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### **Combee Elementary School**

**Ambitious Instruction:** In 2015-2016, gains were made in every category except for 4<sup>th</sup> grade ELA, which saw a five percentage point drop. Double-digit increases were made in Grade 3 ELA and Grade 3 Mathematics.

**Leadership:** A retired principal/turnaround specialist has been hired to provide differentiated support for the principal. The principal will develop and implement plans of action that impact student achievement. Collaboratively the principal, Regional Assistant Superintendent, and Turnaround Specialist will ensure the implementation of the plan.

The Regional Assistant Superintendent will provide additional support to include more frequent school site visits to include, but not limited to: classroom walkthroughs, collaborative planning observations, leadership team meetings, and conferences with administration. Schools will also have access to Exemplary Elementary Evidence resources online to capture quality examples of student work, classroom environments, and ambitious instruction. The Regional Superintendents are using these supports to guide conversations and provide examples to principals and leadership teams. Additionally, Regional Assistant Superintendents will allocate additional SAI funds for tutoring supports.

**Supportive Environment:** A new assistant principal was added to the administrative staff of the school in March 2016. The school has completed a discipline plan, has been trained in CHAMPS, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school will have access to behavioral interventions, supported by a district level Success Coach who will assist with tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students.

**Educator Quality:** The principal and Regional Assistant Superintendent are meeting with teachers with low VAM scores and are developing individualized Professional Development Plans (PDP) for each. The district has designated the schools for priority in the hiring process and is monitoring vacancies weekly.

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After review of the data, identifying teachers who need additional instructional support will be a focus for providing modeling, coaching and individual professional development plans. The percent of level two students making learning gains was minimal, and with the five percentage point drop for 4<sup>th</sup> grade ELA, there is a need to provide extra support for those students who have continually scored level one since grade three. Targeting these students for additional support with after school tutoring and having a Reading Interventionist providing daily lessons, the school will focus on skill deficits. Increased technology support that provides individual, prescriptive learning paths based on diagnostic assessments is critical in closing gaps to move students closer to grade level mastery.

### Eagle Lake Elementary School

Ambitious Instruction: The school improved in all areas, with double-digit gains in 3<sup>rd</sup> and 4<sup>th</sup> grade ELA, 3<sup>rd</sup> grade Math, and Science.

Leadership: A retired principal/turnaround specialist has been hired to provide differentiated support for the principal. The principal will develop and implement plans of action that impact student achievement. Collaboratively the principal, Regional Assistant Superintendent, and Turnaround Specialist will ensure the implementation of the plan.

The Regional Assistant Superintendent will provide additional support to include more frequent school site visits to include, but not limited to: classroom walkthroughs, collaborative planning observations, leadership team meetings, and conferences with administration. Mrs. Loutzenhiser is also participating in a PLC with other elementary schools with similar demographics and challenges. The PLC is also completing a book study on Michael Fullen's book *Turnaround Leadership*. Schools will also have access to Exemplary Elementary Evidence resources online to capture quality examples of student work, classroom environments, and ambitious instruction. The Regional Assistant Superintendents are using these supports to guide conversations and provide examples to principals and leadership teams. Additionally, Regional Assistant Superintendents will allocate additional SAI funds for tutoring supports.

Supportive Environment: A new assistant principal with strong ties to the community and a background in curriculum and instruction was added to the administrative staff of the school. The school has completed a discipline plan, has been trained in CHAMPS, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school is being supported by a district level Success Coach who will assist with tracking behavior, discipline, and attendance data on a weekly basis and providing proactive

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support to individual students.

Educator Quality: The principal and Regional Assistant Superintendent are meeting with teachers with low VAM scores and are developing individualized Professional Development Plans (PDP) for each. The district has designated the school for priority in the hiring process and is monitoring vacancies weekly.

After review of the data, there was substantial growth in the Reading, Math, and Science proficiency scores. While proficiency scores still need to improve, the needs assessment points to the bottom 25% of students in reading and math. These students are at risk and are being addressed through the School Improvement Plan.

### **Fred Garner Elementary School**

Ambitious Instruction: A review of FSA data for 2015-2016 highlights concerns for significant, double-digit decreases in scores for 4th grade in both ELA and mathematics.

Leadership: A retired principal/turnaround specialist has been hired to provide differentiated support for the principal. The principal will develop and implement plans of action that impact student achievement. Collaboratively the principal, Regional Assistant Superintendent, and Turnaround Specialist will ensure the implementation of the plan.

The Regional Assistant Superintendent will provide additional support to include more frequent school site visits to include, but not limited to: classroom walkthroughs, collaborative planning observations, leadership team meetings, and conferences with administration. Dr. Richardson is also participating in a PLC with other elementary schools with similar demographics and challenges. The PLC is also completing a book study on Michael Fullen's book *Turnaround Leadership*. Schools will also have access to Exemplary Elementary Evidence resources online to capture quality examples of student work, classroom environments, and ambitious instruction. The Regional Assistant Superintendents are using these supports to guide conversations and provide examples to principals and leadership teams. Additionally, Regional Assistant Superintendents will allocate additional SAI funds for tutoring supports.

Supportive Environment: The school has completed a discipline plan, has been trained in CHAMPS, and has added a Supportive

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Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school has access to behavioral interventions and is being supported by a district level Success Coach who will assist with tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students.

Educator Quality: The principal and Regional Assistant Superintendent are meeting with teachers with low VAM scores and are developing individualized Professional Development Plans (PDP) for each. The district has designated the school for priority in the hiring process and is monitoring vacancies weekly.

After review of the data, the needs assessment points to a drop in performance in 4<sup>th</sup> grade across all tested areas. Providing additional coaching and modeling in standards-based planning and instruction, particularly in ELA is what is most needed. Monitoring of Early Warning System (EWS) data must occur on a regular basis to identify and address discipline and attendance data more efficiently.

### **Griffin Elementary School**

Ambitious Instruction: While gains were made in 5<sup>th</sup> grade ELA, this represented the only area of improvement. A particular concern is the significant drop in mathematics.

Leadership: A retired principal/turnaround specialist has been hired to provide differentiated support for the principal. The principal will develop and implement plans of action that impact student achievement. Collaboratively the principal, Regional Assistant Superintendent, and Turnaround Specialist will ensure the implementation of the plan.

The Regional Assistant Superintendent will provide additional support to include more frequent school site visits to include, but not limited to: classroom walkthroughs, collaborative planning observations, leadership team meetings, and conferences with administration. Schools will also have access to Exemplary Elementary Evidence resources online to capture quality examples of student work, classroom environments, and ambitious instruction. The Regional Assistant Superintendents are using these supports to guide conversations and provide examples to principals and leadership teams. Additionally, Regional Assistant Superintendents will allocate additional SAI funds for tutoring supports.

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Supportive Environment: The school has completed a discipline plan, has been trained in CHAMPS, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school has access to behavioral interventions and will be supported by a district level Success Coach who will assist with tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students.

Educator Quality: The principal and Regional Assistant Superintendent are meeting with teachers with low VAM scores and are developing individualized Professional Development Plans (PDP) for each. The district has designated the school for priority in the hiring process and is monitoring vacancies weekly.

After review of the data, the needs assessment points to Math deficits in all areas as well as a decrease in 4<sup>th</sup> Grade ELA. Providing additional coaching and modeling in standards-based planning and instruction, particularly in ELA, Science and Civics is what is most needed. Monitoring of Early Warning System (EWS) data must occur on a regular basis to identify and address discipline and attendance data more efficiently.

### **Palmetto Elementary School**

Ambitious Instruction: Gains were made in each category including a double digit gain of 15 percentage points in 4<sup>th</sup> grade mathematics.

Leadership: A retired principal/turnaround specialist has been hired to provide differentiated support for the principal. The principal will develop and implement plans of action that impact student achievement. Collaboratively the principal, Regional Assistant Superintendent, and Turnaround Specialist will ensure the implementation of the plan.

The Regional Assistant Superintendent will provide additional support to include more frequent school site visits to include, but not limited to: classroom walkthroughs, collaborative planning observations, leadership team meetings, and conferences with administration. Mr. Santiago is also participating in a PLC with other elementary schools with similar demographics and challenges.

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The PLC is also completing a book study on Michael Fullen's book *Turnaround Leadership*. Schools will also have access to Exemplary Elementary Evidence resources online to capture quality examples of student work, classroom environments, and ambitious instruction. The Regional Assistant Superintendents are using these supports to guide conversations and provide examples to principals and leadership teams. Additionally, Regional Assistant Superintendents will allocate additional SAI funds for tutoring supports.

Supportive Environment: An assistant principal was added to the administrative staff of the school in 2015. The school has completed a discipline plan, has been trained in CHAMPS, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school has access to behavioral interventions and is being supported by a district level Success Coach who will assist with tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students.

Educator Quality: The principal and Regional Assistant Superintendent are meeting with teachers with low VAM scores and are developing individualized Professional Development Plans (PDP) for each. The district has designated the school for priority in the hiring process and is monitoring vacancies weekly.

After review of the data, the needs assessment points to an increase in all areas, except ELA. This school is a feeder for Lake Marion Creek, which is a 5-8 school configuration. Students from Palmetto Elementary need to have a strong foundation of Science prior to leaving 4<sup>th</sup> grade. Providing additional coaching and modeling in standards-based planning and instruction, particularly in ELA, Science and Civics is what is most needed. Monitoring of Early Warning System (EWS) data must occur on a regular basis to identify and address discipline and attendance data more efficiently.

### 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.

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**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.

During 2015-16, monthly meetings were held with the district's School Improvement Office and Region III Regional Executive Director (RED) to discuss the District Managed Turnaround Option as the most appropriate to meet the needs of the students and generate the necessary levels of improvement. In addition, the District began to build several partnerships with external experts including the National Institute for School Leadership (NISL), the University of Washington's Center for Educational Leadership (CEL), and Safe and Civil Schools. The collaboration with these partners will allow the district to implement innovative practices and support for the schools.

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### 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.

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### **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.

The School Improvement office along with curriculum and instruction personnel will create an academic focus calendar to include standards-based instruction, assessment, data analysis/discussion, and data implementation. Progress monitoring (mini-assessments) have been developed and will be given at the end of each unit in core subjects. Teachers will meet weekly to look at the progress (or lack thereof) made by students and remediation and/or acceleration opportunities will be provided to students. Assessment, Accountability, and Evaluation, and the district content area coaches and Success Coach will provide data analysis training and assistance.

#### **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.

Additional units and resources have been allotted for academic and behavior interventions. Where applicable, academic interventionists meet with the content area teachers during planning and data analysis meetings and are assigned specific students on a rotating schedule.

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The schedule allows them to "push-in" to meet with individual students on differentiated areas of need. As new data is collected and analyzed on each student, the interventionists' schedules are updated accordingly. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department, and the schools to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

### *Area of Focus 4*

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coaches

After performing a comprehensive needs assessment (student achievement trend data, Risk Factor Analysis, etc.), the district removed and replaced some administrative staff and coaches. Principals received and signed letters, which detailed the Superintendent's expectation of facing reassignment should the school not move to a C at the end of the school year.

### *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.

As part of the needs assessment, the district determined that it rated poorly in all of the 5 Essential Domain categories. For this reason, the following barriers have been addressed. A district-based leadership team has been created that includes all stakeholders. This leadership team is supporting and facilitating school-based leadership teams and is providing direct support systems. Although the Office of School Improvement/Turnaround existed prior to this year, the Superintendent has provided a greater level of support and resources to the region to ensure the schools and students receive what is necessary for immediate improvement. The district has implemented progress monitoring and summative assessments that will be analyzed and will inform instruction. Differentiation plans are in place at each school and include professional development for staff as well as additional interventions to meet individual student needs. The district has also reviewed the leadership at each school, has made changes where appropriate, and has identified additional layers of support for new and returning leaders.

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# 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.

0931 – Bartow Middle School

1501 – Crystal Lake Middle School

1831 – Lake Marion Creek Middle School

## 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) includes district, regional, school and community stakeholders. The District team is led by the Superintendent and Deputy Superintendent and includes district leaders in Curriculum and Instruction, Technology, Student Support Services, Equity and Diversity Management, Assessment and Accountability, and ESOL. Regional Superintendents lead the district's five regions, and principals, teachers, students, parents, community/business partners, local government and community activists participate at the school and community level. The Regional Executive Director (RED) participates as the representative for the Florida Department of Education.

(FLDOE), Bureau of School Improvement (BSI). At the initial meeting, turnaround options were presented for review and feedback. Subsequent quarterly meetings will involve review of student performance data (state and district-level assessments), attendance and discipline data, and data collected from ongoing instructional monitoring via school visits and classroom walkthroughs. Upon review and discussion of the data, the committee will engage in the 8-Step Problem Solving process to continue the process of identifying root causes of existing barriers and will assist the district team in developing appropriate strategies and action steps to eliminate them.

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### Bartow Middle School

#### Effective Leadership:

#### **Principal**

In May 2016, Mr. Christopher Roberts applied to be the new Principal of Bartow Middle for 2016-2017. As the Principal of Highland City Elementary (a feeder school for Bartow Middle) for the previous 8 years, and the Assistant Principal for the 6 years previous to becoming the Principal at Highland City, he knew Bartow Middle needed a strong instructional leader to move the school. He had an internal passion to see the school succeed since it was the school he attended as a child located in the community in which he has lived his whole life.

Mr. Roberts felt he could make a difference in his community by taking on the job as Principal of Bartow Middle. He had experienced academic success as the Principal at Highland City Elementary moving the school from a D in 2013-2014 to a C in 2014-15, and then was just two points shy of a B for 2015-2016.

He officially began as the Principal at Bartow Middle on June 13, 2016. As he met with the Assistant Principals his first week, he described his vision of where he wanted to take Bartow Middle and his plan of implementation. He based many of his ideas on successful strategies he implemented at Highland City Elementary. Strategies that were successful at Highland City Elementary that he is going to bring to Bartow Middle to bring about school improvement are:

- **Build Positive Relationships-** At Highland City Elementary, he knew every student by name. When new students enrolled, he made a point to meet them and welcome them to Highland City Elementary. He is going to bring that same personalization to Bartow Middle.
- **Involve the Community-** Local businesses, churches and organizations were very supportive of Highland City Elementary

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because he personally went to their business and introduced himself and asked for their support whether it was for a field trip opportunity, spirit night fundraiser, or to ask for mentors to become involved with the school. He has already begun working on building community relationships by attending the Bartow Rotary meeting, talking with local businesses and reaching out to others in the community. Due to Mr. Roberts being born and raised in Bartow, he has many ties to the community due to him living here his entire life.

- **Build a Strong Instructional Staff-** The teacher/staff turnover rate at Highland City Elementary was very low. There were rarely any instructional vacancies. This occurred because people felt valued and respected by Mr. Roberts. He worked hard to support his staff and in turn he expected them to work hard for him and the students. Mr. Roberts has been given the opportunity to build a staff at Bartow Middle. He filled 37 staff vacancies over the summer. He feels confident in the new staff members that he has hired and they are excited to be working for him.
- **Provide Emotional/Behavioral Support to students-** To meet the needs of the many students who need additional emotional/behavior support, Mr. Roberts has hired a Behavior Interventionist and added an additional Guidance Counselor. He also has charged each staff member to find a student who needs additional help and build a mentor relationship with the student.
- **Increase Parental Involvement-** Mr. Roberts understands the need to involve the parents and community with Bartow Middle. With the notion “It takes a village to raise a child”, involving parents and community members is paramount to increasing student achievement.
- **Implement Pre-Academies and Increase Electives-** To increase student motivation and moral, Mr. Roberts created pre-academies for students to explore career and other interests. He also included additional elective courses for students to explore. The new pre-academics and electives include:
  - International Baccalaureate
  - Robotics
  - Summerlin Academy
  - Criminal Justice
  - Fine Arts
  - Agriculture
  - Spanish

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### Public and Collaborative Teaching:

The school's master schedule has been designed to include common planning periods across content areas. The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional development, data chats, and sharing and modeling best practices and strategies. In addition, the Office of School Improvement implements job-embedded professional development by highly trained educators who are experts in content areas, behavior management, administration, and data analysis. The team supports administrators, teachers, coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching in ELA and science. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will provide weekly support to the schools. Coaching activities will take place daily with school-based coaches and weekly with district-based coaches. The district embarked on an initiative to build capacity in every content area with teacher leaders at each school with the Teaching and Learning Content Academy (TLC). Teacher leaders in each content area have been identified and are receiving additional training throughout the year through a train-the-trainer model whereby best practices and strategies are shared at each site.

Additional support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments

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CIS and Extended Reading resources

- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours of face-to-face meetings and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Tasks.
- 5E Lesson Starters were created to support teachers in using the 5E Instructional model. These presentations give a picture or video to introduce and conclude a lesson.
- Technology Enhanced Classroom items created to support teachers in 6th Grade, Algebra I, Geometry, and Algebra II, for standards in the instructional modules. These items demonstrate multiple choice, multi-select, drag-and-drop, equation editor, and other FSA/EOC test item formats.
- New teacher resource site created to house the new district resources. It is kept in Office 365 so all district teachers can easily access the resources.

A focus on providing academically and demanding classes with an emphasis on application of knowledge has prompted the addition of different courses and additional opportunities for students. These courses include hands-on and project based learning and many articulate with programs at the neighboring high schools (Bartow High School, International Baccalaureate School and Summerlin Academy).

### Safe and Supportive Environment:

The school now has three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plan (SIP). This goal was developed through a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment goal will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings.

The school also has access to academic and behavior interventions. Schedules are created to allow counseling and mediation for students in need. These schedules will be monitored and updated as new data is collected. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School

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Improvement. This person works as a dedicated liaison between the district's data department and the school to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

### Family and Community Engagement:

The new principal has established a priority of getting community involved in the school and having his school involved in the community. Several new relationships between business and civic groups are forming, as well as a commitment from the District Office to participate in these efforts. There is an effort to recruit business partners to provide support to the school with contributions as well as time. Increased articulation with the three local community high school options have fostered relationships with high school students and staff and created tutoring and mentoring opportunities for the BMS students.

The school will have evening activities throughout the school year designed to foster community and family engagements and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
- adjust partnerships based on student data and assessment results
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation

### **Crystal Lake Middle School**

#### Effective Leadership:

**Principal**

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During 2014-2015, there were several factors that contributed to the low performance of Crystal Lake Middle School: 11 vacancies all school year, a divided school, and high overage population. The school would average 8-10 substitutes everyday on top of the 11 vacancies. There was no reading coach for over half of the year and no math coach to directly serve the teachers. The school was divided into 2 campuses which appeared to be the haves and have nots.

In May of 2015, Mrs. Ronda Cotter moved from Duval County to Polk County to take on Crystal Lake Middle School. Mrs. Cotter had a track record of working with Title I schools and D/F schools. The school she was principal at before for 6 years was very similar to Crystal Lake Middle.

During 2015-2016, Mrs. Cotter was able to make several positive changes to CLMS.

- The school was fully staffed with highly qualified teachers.
- The culture of the school was changed to be one school instead of a divided school.
- Monthly parent night events that included everything from internet safety to Civics overview was attended by over 50 parents at each event.
- A uniform policy was in place that would save parents/guardians money.
- The locations of all classrooms were changed to accommodate grade levels.
- Reading and Math Interventionists targeted students to support.

Teachers were offered more support:

- PLC groups met every Tuesday and Wednesday to develop lesson plans and discuss data. All PLCs were led by an academic coach or an administrator.
- PD to assist teachers to increase understanding on why observations were done and what the rubric meant.
- Cultivated 20 brand new teachers to the education profession. Out of the 20 new teachers 16 were retained for 2016-2017.
- Weekly Leadership meetings were held to discuss curriculum guides, student and teacher data, and overall school climate.
- Data chats were held with students and teachers.
- All teachers only had 1 to 2 preps and at least 1 advanced class.
- Administrators were held more accountable to make sure they were properly supporting teachers academically and with

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behavior.

During 2015-2016, CLMS did experience a few setbacks in our overall data. Reading, Civics and Science scores decreased. However when reading scores from 6<sup>th</sup> grade compared to those students as 7<sup>th</sup> grade, the 7<sup>th</sup> grade class did improve. The same held true for 8<sup>th</sup> grade. Math gains ranked in the top 5 highest in Polk middle schools.

### Public and Collaborative Teaching:

The school's master schedule has been designed to include common planning periods across content areas. In the current collective bargaining agreement, an additional day of collaborative planning time was negotiated with the bargaining unit, bringing the weekly required total to two (2) days. The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional development, data chats, and sharing and modeling best practices and strategies. In addition, the Office of School Improvement implements job-embedded professional development by highly trained educators who are experts in content areas, behavior management, administration, and data analysis. The team supports administrators, teachers, coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching in ELA and mathematics. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will provide weekly support to the schools. Coaching activities will take place daily with school-based coaches and weekly with district-based coaches. The district embarked on an initiative to build capacity in every content area with teacher leaders at each school with the Teaching and Learning Content Academy (TLC). Teacher leaders in each content area have been identified and are receiving additional training throughout the year through a train-the-trainer model whereby best practices and

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strategies are shared at each site.

Additional support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours of face-to-face meetings and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Tasks.
- 5E Lesson Starters created to support teachers in using the 5E Instructional model. These presentations give a picture or video to introduce and conclude a lesson.
- Technology Enhanced Classroom items created to support teachers in 6th Grade, Algebra I, Geometry, and Algebra II, for standards in the instructional modules. These items demonstrate multiple choice, multi-select, drag-and-drop, equation editor, and other FSA/EOC test item formats.
- New teacher resource site created to house the new district resources. It is kept in Office 365 so all district teachers can easily access the resources.

### Safe and Supportive Environment:

The school now has three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plans (SIP). This goal was developed through a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment goals will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC

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meetings and the quarterly Community Assessment Team (CAT) meetings.

The school also has access to academic and behavior interventions. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department and the school to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

### Family and Community Engagement:

The school will have evening activities throughout the school year designed to foster community and family engagements and relationships via multiple approaches. SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement, in order to

- evaluate and provide feedback to stakeholders on the effectiveness of academic, behavioral, and social-emotional instruction and supports made available through partnerships
- adjust partnerships based on student data and assessment results
- identify systemic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate In addition to providing a monthly newsletter, weekly website updates, parent conferencing, and social engagements, the school's staff is also being trained to provide intensive outreach to unresponsive families or families with barriers to participation

### **Lake Marion Creek Middle School**

#### Effective Leadership:

**Principal**

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During 2013-2014, there were several major changes for Lake Marion Creek Middle School. School leadership was replaced mid-year and the process began to convert the grade configuration from K-6<sup>th</sup> grades to 5<sup>th</sup>- 8<sup>th</sup> grades. Ms. MaryJo Costine was assigned as interim principal and Mr. Ramon Cruz was named assistant principal. Ms. Costine came with 17 years of middle school experience and formerly created new Pre-Academy programs, Stem cohort programs, and high school credit tracks. The transition at Lake Marion required assigning all K-3 students to feeder schools and transferring 29 elementary certified teachers to primary schools. All 5<sup>th</sup> grade students (262 students) moved to Lake Marion Creek Middle from Laurel Elementary and Palmetto Elementary, leaving those schools as K-4 elementary schools. In addition, all incoming 8<sup>th</sup> grade students (195 students) moved from Dundee Middle School. The facility was re-equipped to accommodate older students and new start up procedures had to be followed. Starting in 2014-2015; 33 new teachers were hired, eight were transferred from lost units at Dundee Middle which was converted to an IB Middle Magnet.

The staff attendance rates were low and several of the teachers had disciplinary issues and low evaluations. The academic supports consisted of a Reading Coach with K-3 certifications and Math Coach who also held K-3 certifications and elementary experience. Tested science areas consisted of a second year teacher (previous year of teaching was in 6<sup>th</sup> grade) and an experienced 6<sup>th</sup> grade science teacher who was granted a transfer in February, leaving a substitute to cover the remainder of the school year. Science for 5<sup>th</sup> grade started the year with 3 vacancies; one teacher hired in October, one in December, and an additional math/science vacancy that was unfilled and left with a long-term substitute. Civics was impacted by two vacancies that continued the year with several turn-overs. There was also a significant need for materials and online program access. Achieve access was not granted until December and Social Studies had 22 Civics books, 22 Geography books, and 22 History books allowing only for 7 books per class set.

Ms. Costine was appointed as the principal and staff was added to support the middle school model. Ms. Rebecca Kowallek was then hired as the assistant principal of curriculum. The process to improve academic supports and teacher quality began through professional development and targeted feedback. The following actions were put in place and changes were made to instruction:

- Both the math and reading coaches were replaced, securing coaches with secondary experience.
- Support was scheduled from the district science coach to implement the 5E model for both 5<sup>th</sup> and 8<sup>th</sup> grade science.
- Schoolwide writing training was provided by the district literacy coach
- All 5<sup>th</sup> grade teachers (12 classroom teachers) were given collaborative planning time and science lessons were designed

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and guided through the district model

- DA support was provided one half day per month; SIP review, classroom walk-throughs, and work were discussed with the instructional coaches in planning sessions.
- Departmentalization continued in 5<sup>th</sup> grade to ensure content area strength in reading, math, and science.
- Created a schedule to administer, analyze and address formative assessment needs and results.
- Addressed scheduling concerns for 8<sup>th</sup> grade science; moved low performing teacher to non-tested grade level and provided additional professional development.
- 7<sup>th</sup> grade Civics scores were broken down by teacher to determine sections for upcoming year.
- Moved reading teacher who was certified in social studies to open civics vacancy.
- Secured materials and access to the curriculum to meet the needs of the population.
- Added afterschool tutoring for all ESOL students and increased participation to include all low performing students.
- A collaborative focus was placed on understanding the standards and planning differentiated instruction in all academic areas.

During 2015-2016, Ms. Costine made additional improvements in instruction based on the data.

- The school year started fully staffed with no vacancies.
- 5<sup>th</sup> grade was further departmentalized to include 3 science teachers, 3 math teachers, and 6 reading teachers.
- A science coach was added to plan with both 5<sup>th</sup> and 8<sup>th</sup> grade science departments.
- An additional guidance counselor was added to target RTI/PBS and to review and track middle school promotion credits to reduce the overage student population.
- Two literacy interventionists were added and worked with targeted groups of students.
- All paraprofessionals (ESE, ESOL and basic) were assigned to targeted students and worked through an inclusive support model.
- A community involvement paraprofessional was added to make contact with parents and work with the coaches and teachers to develop parent involvement events.
- A new teacher induction program was developed and met each Tuesday morning to provide strategies and support to all new teachers.
- Monday morning Academic Leadership meetings were held to focus on data, target students, and interventions.
- Weekly newsletters were sent to the staff to provide ongoing communication.
- Accountable talk training was provided during pre-planning days and walk-through feedback was analyzed for

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improvement.

- Collaborative planning was further developed to include barriers, data, and misconceptions.
- PBS was pervasive schoolwide and decreased the number of discipline incidents.
- Review of student population fluctuations; increase of over 50 students during the first month of school, decrease of students in December, then an increase again in April. Additional targets and scheduling of interventions in 5<sup>th</sup> grade which showed the only grade level to decrease.
- ESOL tutoring continued to address academic literacy and vocabulary deficiencies.
- Poor performing teachers were provided professional development supports or non-renewed.

Improvements made by Ms. Costine and her leadership team resulted in increasing the school grade. In 2014-2015, Lake Marion Creek earned 153 points resulting in an F. The impact of interventions for the following year resulted in 361 points earning a D at 40%. The grade is one percent from a C and work during the summer has included a review of student data to reinforce continuous improvement.

### Public and Collaborative Teaching:

The school's master schedule has been designed to include common planning periods across content areas. The district and the school have collaborated to develop a plan to use this time efficiently and effectively to include professional development, data chats, and sharing and modeling best practices and strategies. In addition, the Office of School Improvement implements job-embedded professional development by highly trained educators who are experts in content areas, behavior management, administration, and data analysis. The team supports administrators, teachers, coaches, and interventionists to ensure that instructional personnel are developed to deliver effective instructional practices to improve student achievement.

### Ambitious Instruction:

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching

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support will be provided in addition to daily school-based coaching in ELA and mathematics. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will provide weekly support to the schools. Coaching activities will take place daily with school-based coaches and weekly with district-based coaches.

A focus on providing academically and demanding classes with an emphasis on application of knowledge has prompted the addition of different courses and additional opportunities for students. The district submitted and was awarded a substantial grant for Lake Marion Creek. The grant, Project Lead the Way, is funded by Verizon in the amount of \$20,000. The grant will enable Lake Marion Creek to offer computer science and programming courses to its students. This is an increased opportunity for students to have real-world, hands-on experiences in a high demand, technical area.

Additional support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
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### Safe and Supportive Environment:

The school now has three CHAMPS trainers on staff and has completed a behavior management and discipline plan to include these strategies. In addition to the instructional and student achievement goals, the school has also created a Supportive Environment goal as part of their School Improvement Plans (SIP). This goal was developed through a problem-solving process that began with a needs analysis of discipline, attendance, and family/community involvement data. The supportive environment goals will be monitored as part of the monthly data chat with the school and will also be presented and discussed at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings.

The school also has access to academic and behavior interventions. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department and the school to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

### Family and Community Engagement:

In order to best serve students and meet the needs of the population of Lake Marion Creek, several partnerships have been established.

- Girl Scouts: The Girl Scouts organization has partnered to work with a select group of young girls, providing mentoring and academic assistance.
- Educational Talent Search: This program is associated with Polk Community College and touches 50 LMC students. These students are students with 2.0 or better grade point averages and are considered first generation college students. The program offers bi-monthly mentoring and academic assistance for each student with a goal of college scholarships and assistance for these students.
- Living Out Unique Dreams "LOUD": This community partnership mentoring program works specifically on tutoring and mentoring young girls
- Break the Pattern: A young men's mentoring and tutoring program that incorporates sports activities to reach boys at risk

Additionally, the school holds evening academic support meetings once per month to invite families and community members to

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the school to learn about ways to support and promote academic achievement. A parental involvement paraprofessional is a key person to manage and facilitate these and additional opportunities to promote family and community engagement.

### 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.

During 2015-16, monthly meetings were held with the district's School Improvement Office and Region III Regional Executive Director (RED) to discuss District Managed Turnaround as the best option.

In addition, the District began to build several partnerships with external experts including the National Institute for School Leadership (NISL), the University of Washington's Center for Educational Leadership (CEL), and Safe and Civil Schools. The collaboration with these partners will allow the district to implement innovative practices and support for the middle schools.

## 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.

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The Polk County School District is in the process of developing a new Strategic Plan for 2016-2021 with the appointment of a new Superintendent, Mrs. Jacqueline Byrd, in April of 2016. The District analyzed student performance data and compared results with school, district, and national trends. The data has been shared with the community for input and feedback, and the School Board is set to adopt the new plan in 2016.

### **Methodology**

The process began with the Superintendent collecting stakeholder input on the previously identified data trends via surveys and public forums. All told, this process included meetings and data collection with administrators, students, teachers, parents, employees, and community members such as churches, local businesses, and citizen advocates from across the district, which included representation from the three middle schools. Stakeholders were invited to provide feedback on the Strategic Plan goals.

The Superintendent also spent an extensive amount of time with the District's Leadership Team to assess what is working well and identify areas of improvement. This included a thorough analysis of the current state of teaching and learning as demonstrated by student achievement and performance gaps. The district also collaborated with the Bureau of School Improvement's Regional Executive Director to complete a review of practices and procedures identified within the TOP Implementation Rubric. This process allowed the Superintendent to identify specific areas of improvement in the 5 Essential Domains. The initial scoring is indicated on the chart below:

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	Emerging	Developing	Operationalizing	Optimizing
	The District and School Assess & Communicate	The District and School Design Activities	The District and School Implement Action Plans	The District and School Implement Systems
Multi-Tiered Systems of Support (MTSS)	x			
Standards-Based Instruction		x		
Differentiated Instruction		x		
Increased Learning Time	x			
Professional Development		x		
Family and Community Engagement		x		
Staff Recruitment and Retention	x			
Operational Flexibility	x			
Sustainable Practice	x			

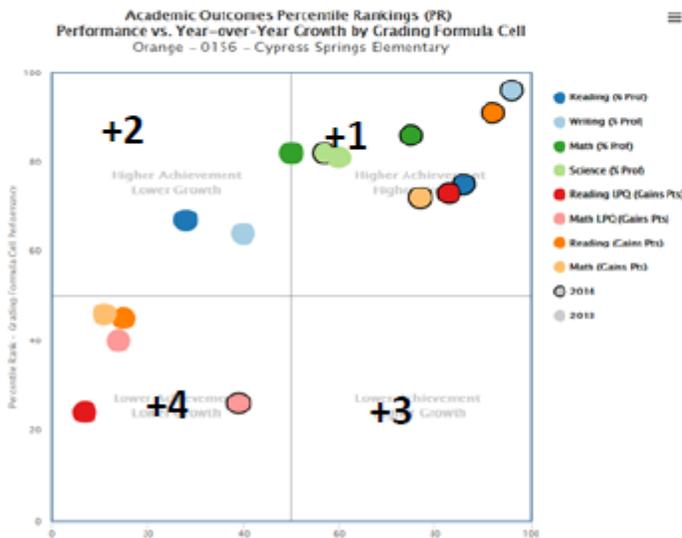
Developed by the Bureau of School Improvement and completed in collaboration with the Regional Executive Director for Region 3, the district used Risk Factor Analysis. The following graphic details the process and indicators used:

# Risk Factor Analysis Indicators

## Student Achievement Data

Use the Academic Outcome Plot chart in CIMS

By taking note of performance and growth trends for particular grade-cell subgroups, even a historically higher performing school may show a “risk factor”



## Leadership

- A first year principal needs additional support regardless of talent levels.
- A principal new to a school faces additional challenges.
- A principal who has been at a school showing 2 years of more of declining student achievement data is in need of some additional support.

Beginning Principal or Principal that has shown a decline.	+2
Principal new to the school; has experience yet no trend data at this school.	+1
Principal with demonstrated success at current school.	+0

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**Supportive Environment**

- Schools that have a higher rate of student absenteeism than other schools in the district are at risk.
- Schools that have a higher rate of student discipline referrals than other schools in the district are at risk.

Student absentee or discipline referral rates are 5% or greater than the district average.	+2
Student absentee or discipline referral rates are 1% or greater than the district average.	+1
Student absentee or discipline referral rates are less than 1% above the district average.	+0

**Educator Quality**

- Schools that have higher than 24% of teachers new to teaching.
- Schools that have higher than 24% of teachers new to teaching within 3 years .
- Teacher absenteeism is higher than the district average.

Over 25% of the teachers are new to teaching or teacher absenteeism is 5% or greater than the district average.	+2
Less than 25% of the teachers are new to teaching, however 25% or more of the teachers have taught less that 3 years at this school or teacher absenteeism is 1% or greater than the district average.	+1
Less than 25% of the teachers are new to teaching, and over 25% of the teachers have taught at this school for at least 3 years. Teacher absenteeism is less than 1% over the district average.	+0

**Summary of Results**

Below is a review of trend data and current data for each of the three middle schools. District, regional, and school leadership engaged in a deep analysis of the data, in particular the areas where the school demonstrated losses or only moderate gains. Beyond reviewing student

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achievement data, the Bureau of School Improvement assisted the district in performing a Risk Factor Analysis (RFA) for each school. The data included effective leadership indicators, student attendance and discipline, and educator quality, which included teacher experience, performance, and attendance. As part of the team's root-cause analysis the data review considered the following questions: *What were the barriers that caused school performance results to decline? Were there challenges in personnel, resources, master schedule, attendance, discipline, monitoring, coaching, and instructional practices? And What can be done to overcome these barriers to improve student learning?*

### **Bartow Middle School**

Ambitious Instruction: The school made gains in seven of the ten categories with no gain in 6<sup>th</sup> grade ELA and drops in 8th grade Science and the Civics EOC.

Leadership: A new principal, who has moved a school from a D to a C, has been hired to lead the school. A retired principal/turnaround specialist has been hired to provide differentiated support for the principal. The principal will develop and implement plans of action that impact student achievement. Collaboratively the principal, Regional Assistant Superintendent, and Turnaround Specialist will ensure the implementation of the plan.

The Regional Assistant Superintendent will provide additional support to include more frequent school site visits to include, but not limited to: classroom walkthroughs, collaborative planning observations, leadership team meetings, and conferences with administration. The Regional Assistant Superintendents are using these supports to guide conversations and provide examples to principals and leadership teams. Additionally, Regional Assistant Superintendents will allocate additional SAI funds for tutoring supports.

Supportive Environment: New support staff members with strong ties to the community were added to the school. The school has completed a discipline plan, has been trained in CHAMPS, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school is being supported by a district level Success Coach who will assist with tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students.

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Educator Quality: The principal and Regional Assistant Superintendent are meeting with teachers with low VAM scores and are developing individualized Professional Development Plans (PDP) for each. The district has designated the schools for priority in the hiring process and is monitoring vacancies weekly.

After review of the data, the needs assessment supports providing additional coaching and modeling in standards-based planning and instruction, particularly in ELA, Science, and Civics. Monitoring of Early Warning System (EWS) data must occur on a regular basis to identify and address discipline and attendance data more efficiently.

### **Crystal Lake Middle School**

Ambitious Instruction: The school made gains in four of the ten categories including double digit gains in 6<sup>th</sup> grade ELA and the Geometry EOC. The most significant drops were in 7<sup>th</sup> grade ELA and the Civics EOC.

Leadership: The current principal, now in her second year at the school, has previously moved a middle school from a D to a B. A retired principal/turnaround specialist has been hired to provide differentiated support for the principal. The principal will develop and implement plans of action that impact student achievement. Collaboratively the principal, Regional Assistant Superintendent, and Turnaround Specialist will ensure the implementation of the plan.

The Regional Assistant Superintendent will provide additional support to include more frequent school site visits to include, but not limited to: classroom walkthroughs, collaborative planning observations, leadership team meetings, and conferences with administration. The Regional Assistant Superintendents are using these supports to guide conversations and provide examples to principals and leadership teams. Additionally, Regional Assistant Superintendents will allocate additional SAI funds for tutoring supports.

Supportive Environment: The school has completed a discipline plan, has been trained in CHAMPS, and has added a Supportive Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school has access to behavioral interventions and is

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being supported by a district level Success Coach who will assist with tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students.

Educator Quality: The principal and Regional Assistant Superintendent are meeting with teachers with low VAM scores and are developing individualized Professional Development Plans (PDP) for each. The district has designated the schools for priority in the hiring process and is monitoring vacancies weekly.

After review of the data, the needs assessment supports providing coaching and modeling for more robust planning and implementing of standards-based instruction, particularly at the 7<sup>th</sup> and 8<sup>th</sup> grade levels. Monitoring of Early Warning System (EWS) data must occur on a regular basis to identify and address discipline and attendance data more efficiently.

### **Lake Marion Creek Middle School**

Ambitious Instruction: The school made improvement in all but three areas, including double digit gains in 7<sup>th</sup> grade Math, 8<sup>th</sup> Grade Math, and the Algebra EOC. The three areas where drops occurred were all from 5<sup>th</sup> grade. The school did not have enough students taking the Geometry EOC in either year to qualify for a score.

Leadership: A retired principal/turnaround specialist has been hired to provide differentiated support for the principal. The principal will develop and implement plans of action that impact student achievement. Collaboratively the principal, Regional Assistant Superintendent, and Turnaround Specialist will ensure the implementation of the plan.

The Regional Assistant Superintendent will provide additional support to include more frequent school site visits to include, but not limited to: classroom walkthroughs, collaborative planning observations, leadership team meetings, and conferences with administration. The Regional Assistant Superintendents are using these supports to guide conversations and provide examples to principals and leadership teams. Additionally, Regional Assistant Superintendents will allocate additional SAI funds for tutoring supports.

Supportive Environment: The school has completed a discipline plan, has been trained in CHAMPS, and has added a Supportive

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Environment goal to the SIP that includes systems and professional development plans for classroom management, de-escalation strategies, positive behavior supports, and family/community engagement. The school has access to behavioral interventions and is being supported by a district level Success Coach who will assist with tracking behavior, discipline, and attendance data on a weekly basis and providing proactive support to individual students.

Educator Quality: The principal and Regional Assistant Superintendent are meeting with teachers with low VAM scores and are developing individualized Professional Development Plans (PDP) for each. The district has designated the schools for priority in the hiring process and is monitoring vacancies weekly.

After review of the data, the needs assessment calls for additional supports for fifth grade students entering the school. This includes support for its two K-4 feeder schools as well. Monitoring of Early Warning System (EWS) data must occur on a regular basis to identify and address discipline and attendance data more efficiently.

### 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.

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### **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.

During 2015-16, monthly meetings were held with the district's School Improvement Office and Region III Regional Executive Director (RED) to discuss the District Managed Turnaround Option as the most appropriate to meet the needs of the students and generate the necessary levels of improvement. In addition, the District began to build several partnerships with external experts including the National Institute for School Leadership (NISL), the University of Washington's Center for Educational Leadership (CEL), and Safe and Civil Schools. The collaboration with these partners will allow the district to implement innovative practices and support for the schools.

## Phase 2

*Pursuant to section 1008.33, F.S., the district shall submit a plan for implementing the turnaround option should the district be required to implement based on the 2016 school grade of the school(s) named in this form. Complete the requirements of the option(s) selected during Phase 1 and attach relevant documentation.*

### **Option 1: District-Managed Turnaround (DMT)**

#### **Areas of Assurance**

By selecting this option and submitting this form, the district agrees to the following assurances. The district shall use the **2016-17 DIAP** in CIMS to document compliance responses to the assurances and attach the completed DIAP to this form.

#### **DMT Item 1: Assurance 1 – Addressed in DIAP Section I.C.2**

The district shall ensure the district-based leadership team includes the superintendent; associate superintendent(s) of curriculum; general and special education leaders; curriculum specialists; behavior specialists; student services personnel; human resources directors; professional development leaders; and specialists in other areas relevant to the school(s), such as assessment, English language learners and gifted learners.

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

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

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### **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.

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

This is a paper form generated to satisfy the requirements of Form TOP-1 and Form TOP-2, incorporated by reference in 6A-1.099811, F.A.C. (December 2014)

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### **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.

The School Improvement office along with curriculum and instruction personnel will create an academic focus calendar to include standards-based instruction, assessment, data analysis/discussion, and data implementation. Progress monitoring (mini-assessments) have been developed and will be given at the end of each unit in core subjects. Teachers will meet weekly to look at the progress (or lack thereof) made by students and remediation and/or acceleration opportunities will be provided to students. Assessment, Accountability, and Evaluation, and the district content area coaches and Success Coach will provide data analysis training and assistance.

### **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.

Additional units and resources have been allotted for academic and behavior interventions. Academic intervention support includes meeting with the content area teachers during planning and data analysis meetings and placing specific students on a rotating schedule. The schedule allows for "push-in" supports to meet with individual students on differentiated areas of need. As new data is collected and analyzed on each student, the interventionist's schedules are updated accordingly. An additional layer of monitoring and support has been implemented by the district via the inclusion of a Success Coach assigned to the district's Office of School Improvement. This person works as a dedicated liaison between the district's data department and the schools to update and compile progress monitoring, remediation, behavior, and attendance data on a weekly basis.

### **Area of Focus 4**

The district shall conduct a comprehensive search to replace the principal(s), assistant principal(s) and instructional coaches