



Turnaround Option Plan – Phase 2

Escambia County Public Schools

This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).

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Pine Forest High School - 0862

District-Managed Turnaround [DMT]

Part I: Needs Assessment

Item 1: Description of the needs assessment methodology and summary of the results.

2016-2017 School Grade Components: PINE FOREST HIGH SCHOOL						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students ≥ 3)	34	23	48	48	71	45
Learning Gains	40	31				N/A
Lowest Quartile Learning Gains	31	29				
Total Points Earned By Your School / Points Possible:				400/1000		
% of Possible Points Earned By Your School:				40.0%		
School Grade for 2016-2017:				D		

2015-2016 School Grade Components: PINE FOREST HIGH SCHOOL						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students ≥ 3)	34	25	50	39	68	50
Learning Gains	38	31				N/A
Lowest Quartile Learning Gains	29	31				
Total Points Earned By Your School / Points Possible:				395/1000		
% of Possible Points Earned By Your School:				39.5%		
School Grade for 2015-2016:				D		

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2014-2015 School Grade Components: PINE FOREST HIGH SCHOOL						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students ≥3)	31	36	52	49	64	40
Learning Gains	N/A	N/A				N/A
Lowest Quartile Learning Gains	N/A	N/A				
Total Points Earned By Your School / Points Possible:				272/600		
% of Possible Points Earned By Your School:				45.3%		
School Grade for 2014-2015:				C		

2016-2017 Learning Gains: PINE FOREST HIGH SCHOOL						
	Level 1					
	Low Level 1		Medium Level 1		High Level 1	
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
ELA	34	0	70	14.29	171	19.88
MATH	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

	Level 2			
	Low Level 2		High Level 2	
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
ELA	81	34.57	78	35.9
MATH	#N/A	#N/A	#N/A	#N/A

	Level 3		Level 4		Level 5	
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
ELA	124	74.19	87	73.56	18	100
MATH	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

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With leadership from the Principal, Laura Touchstone, who is in her third year at PFHS, Latasha McGruder in her second year as Curriculum Assistant Principal, and Bryan Freeman in his fourth year as Facilities Assistant Principal, Pine Forest High School will continue to function as a Professional Learning Community (PLC) faculty within subject areas across the curriculum to continue to address the strengths and areas of improvement for their students and teachers. The Pine Forest teachers will continue to use formative and summative assessment results based on chosen power standards, that were selected as focus standards, in each PLC in the school. The teachers will remediate and enrich students during the daily remediation period, SOAR (Student Opportunities for Academic Reinforcement) and Professional Learning Communities (PLC's) are specific to Pine Forest. Teachers who teach the same courses meet in PLC's to determine Power Standards, plan for effective and engaging instruction, create common formative assessments, analyze common assessment data by student and standard, create intervention or enrichment activities, and assign students to SOAR intervention/enrichment during the school day. The cycle continues until each student has achieved mastery of the standards.

Pine Forest High School serves as an ESOL center. It is one of two schools specializing in services for students who speak English as a second language. Pine Forest received a Community School Grant that allows all students to eat free breakfast and lunch. This allows for all students to be seen as equal with no student standing out based on whether or not they pay for their lunch.

To encourage growth in teacher deficits, including the 50% teacher turnover rate over the past three years, Pine Forest administration offers school based professional development in the following areas: vocabulary, engagement, cooperative learning, Depth of Knowledge, higher order questioning, and literacy strategies in all content areas. Pine Forest also offers teachers 10 paid hours of PLC planning over the summer to establish their new PLC power standards based off of the 2016-2017 data. Each PLC is given six planning days during the school year to ensure that they are looking at data student-by-student and standard-by-standard in each PLC. Adding to the 18 teachers that were sent last summer, they sent another group of 18 teachers to the Solution Tree PLC Conference in Orlando this summer to continue to increase the understanding and grow the commitment of the PLC environment. They also were awarded six College Board scholarships to send six of the Advanced Placement (AP) teachers to an AP summer institute. Pine Forest is also continuing their relationship with the National Math and Science Initiative (NMSI) and was able to send all nine NMSI AP teachers to their respective College Readiness Program workshops. Both NMSI and AP workshops will help to establish and continue the college and career readiness for AP, honors, and to continue to raise the rigor in all offered courses that these teachers affect. The strategies received from the NMSI AP and AP teachers will be shared in their weekly PLC meetings and monthly department meetings.

The 2016-2017 data shows Pine Forest High School saw an increase in 16 out of 17 areas of effectiveness per stakeholder feedback when compared to 2015-2016 survey results. The 2016-2017 academic data shows that the graduation rate has steadily increased to 75%. An increase in proficiency levels was observed in 10th grade ELA and United States History EOC. The data shows the areas that need improvement are in 9th grade ELA, Biology, and all areas of Math. Learning gains and proficiency levels will be addressed by teacher through ongoing real time data meetings using formative assessments, the partnership with NMSI, on-going professional development, and within Professional Learning Communities. The PLC's will meet at least monthly with administration to focus the commitment to high levels of learning for all students. Maintaining the school wide PLC's allows the school to break the School Improvement Goals into more focused content area specific goals and track progress. Ninety percent of Pine Forest High School's teachers have been trained in Capturing Kids' Hearts. Capturing Kids' Hearts is implemented school-wide. Teachers implement social contracts and processes for student managed classrooms.

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Item 2: Rationale for the turnaround option(s) selected.

The District Leadership Team (DLT) has determined that the best initial turnaround plan for Pine Forest High School is the District-Managed Turnaround option. As the Curriculum and Instruction Team reflected on the work done during the 2016-2017 school year, there was a sense of unfinished work. The school has implemented strategies that are known to lead to student academic progress, however the implementation has not been institutionalized and is this not maximizing potential in every classroom for every student. Although progress was noted in some areas, the DLT noted that there is much that our focused, data-driven support can accomplish working in collaboration with the Principal and school based leadership team. The DLT has a strong desire and commitment to expand the impact of creating a culture that will facilitate continued growth for students, teachers, and administrators using the tools and strategies that are not yet embedded as a way of work.

Part II: Implementation Plan

A. Areas of Assurance

Item 3: Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

District Capacity and Support

The DLT includes the Superintendent, Assistant Superintendent for Curriculum and Instruction, Director of Elementary Education, Director of Continuous Improvement, Director of Exceptional Education, Director of Evaluation Services, Administrator on Special Assignment for DA schools, Coordinator of Student Services, and Curriculum Specialist. The DLT will be responsible for the implementation of the turnaround plan, in collaboration with the Principal and the school leadership team.

The DLT reviews policies related to struggling schools each spring, making adjustments as indicated by needs assessment, feedback from principals and school leadership teams. Research based strategies that are showing success in high poverty schools are being replicated. The DLT does careful analysis of FSA results for schools across Florida whose demographics match in schools struggling in Escambia County and inquire about those strategies that have led to a significant increase in student performance.

Each turnaround school has been assigned a District Champion. Pine Forest High School has been assigned Lesa Morgan, Director of High School Education. This is a simple, but powerful idea that has been praised by the leadership teams of the receiving schools, as well as by those serving as champions. The champion should spend at least an hour per week at their assigned school. The main responsibility of the champion is to actively listen to the principal and the school based leadership

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team. The champion will help remove barriers and assist in finding quick solutions to any issues that are negatively impacting student performance. The champion will not always be able to grant all requests for resources or services. However, a champion will always remain committed to finding the best possible solution to meet a specific need.

The principal, school leadership team, curriculum specialist, and school-based intervention teachers/instructional coaches will meet every two weeks to operationalize a systematic process for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students' learning needs. The results of these meetings will be provided to the members of the DLT to assist in progress monitoring and providing targeted support. The process of using data to improve instruction will include an alignment of 2017 FSA data for identified courses and data from our district End of Year assessments aligned with the results of our screening and end of nine weeks assessments, along with all formative and summative assessments.

The Director of Continuous Improvement will meet with the Bureau of School Improvement (BSI) to ensure that the district is supporting all of the initiatives identified with TOP, School Improvement Plan, and District Improvement and Assistance Plan. The DLT will work collaboratively with the Director of BSI, the Regional Director (RED) of the Northwest region, and other members of the BSI Team to visit the TOP schools to perform Instructional Reviews.

School Capacity

Administrators

The Superintendent and the DLT continuously monitor various performance data measures for all DA schools. This includes evaluating the administrative teams through formal and informal observations. The Superintendent takes principalship appointments very seriously and understands how especially important it is to identify the highest performing leaders to serve at turnaround schools. The Superintendent has standard operating procedures for interviewing and selecting the best possible candidate to fit the unique needs of a given school. Any required changes in the leadership at a turnaround school would also be taken very seriously. If the school grade for a turnaround school does not improve, the Superintendent would consider a possible change with the leadership assigned to a turnaround school. The Superintendent would review current and historical leader evaluation data, the FSA trend data under the current leadership, as well as consider how long the principal has served at the school before a change in the leadership at the school would be considered.

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Mrs. Laura Touchstone became the Principal of Pine Forest High School on July 1, 2015. She began her employment with the Escambia County School District as the Instructional Coach at Escambia High School on August 9, 2007 and served as the Instructional Coach for four years before becoming an administrator. Mrs. Touchstone was the Assistant Principal for Curriculum and Instruction at Pensacola High School from July 2011 to June 2015.

Mrs. Laura Touchstone began her teaching career in Alabama as a first grade teacher. She served as a Site Coordinator for a 21st Century Learning Center that provided enrichment activities to students after school and during the summer. She then moved to the middle school level and taught 7th and 8th grade Reading and also served as a Reading Coach. When Mrs. Touchstone moved to Florida, she served as a consultant for multiple educational companies. She worked to coach teachers across the country, in struggling districts, on effective literacy strategies.

Mrs. Laura Touchstone has dedicated her career to working with students in Title 1 Schools. When she was assigned to Pine Forest High School, she made it her personal mission to make Pine Forest a high performing school. Laura and her leadership team researched high achieving schools with similar demographics and presented the findings to the faculty. The faculty voted in January of 2016 to implement a block schedule and daily intervention time. Mrs. Touchstone took six teachers to visit a model school in Texas during Pine Forest's spring break in 2016. The team came back and presented to the faculty and began the implementation of Professional Learning Communities, common formative assessments, on-going professional development, and SOAR (Student Opportunities for Academic Success) intervention.

Mrs. Laura Touchstone is joined by an administrative team consisting of Assistant Principals Bryan Freeman (four years at Pine Forest), Latasha McGruder (one year at Pine Forest), and Instructional Coach Emily King (thirteen years in education and her second year at Pine Forest). Mrs. Touchstone and her team will continue to support the faculty and staff as they perfect the skills needed to education students at high levels.

Educators

The Escambia County School District and the Escambia Education Association have an approved Memorandum of Understanding (MOU) that supersedes the Master Contract for turnaround schools (the MOU refers to them as Transformation Schools). In contrast to the current Master Contract, the MOU allows for lesson plans to be closely monitored by the principal and/or district personnel for alignment with the Florida Standards and a focus on rigor and student engagement. Current restrictions limits on group planning and meetings in the current Master Contract will not apply to Turnaround Schools. The principal or district personnel may require that planning time be used for group planning, PLC groups, grade level planning, or professional learning.

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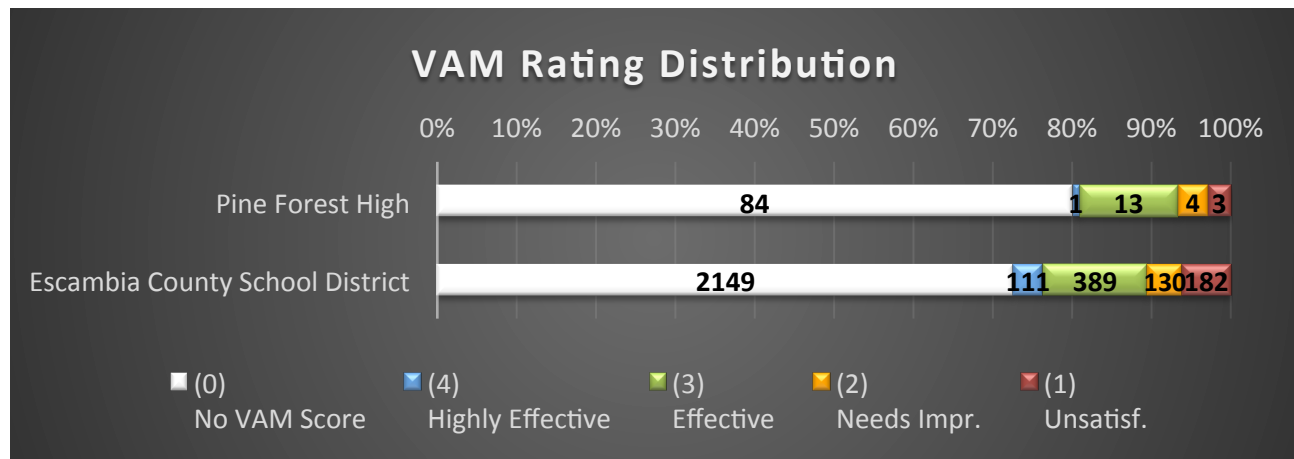
The principal has complete autonomy to interview and hire with their school team all teaching and educational support personnel positions. New teachers who are highly qualified and offered a conditional contract at recruiting fairs are interviewed by principals of turnaround schools and hired at the principal's discretion. The recruitment team understands the needs in the turnaround schools and recruits with that in mind for the principals. When appropriate, the principals of the turnaround schools serve on recruiting teams to recruit positions for hire. All turnaround schools are given priority in interviewing and selecting recruits. All teachers new to teaching will also be assigned a START Consulting Teacher to grow and improve their practice. The START program is the District's new teacher induction, mentor, and evaluation program.

Once a teacher signs an appointment form for one of the Transformation Schools, they shall adhere to that appointment form for the duration of that contract year. They may not apply, interview, or accept an instructional position for that contracted school year.

A teacher on the staff of a Transformation School that has a needs improvement or unsatisfactory VAM and/or unsatisfactory student growth scores, the teacher will be assigned a Consulting Teacher, District Specialist, or District Instructional Coach to coach and mentor for the year following the Unsatisfactory VAM or Student Growth scores. If a teacher does not improve by the end of the school year with the coach, the teacher will not be able to continue teaching at that school.

VAM Rating Distribution

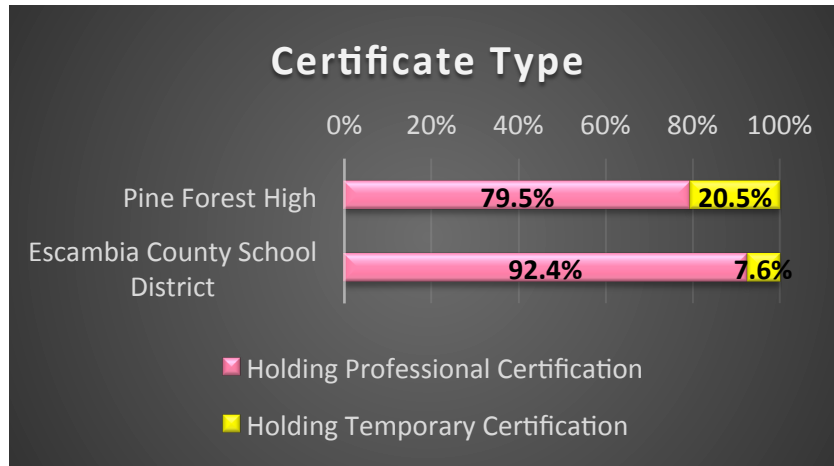
School Name	(0) No VAM Score	(4) Highly Effective	(3) Effective	(2) Needs Impr.	(1) Unsatisf.
Pine Forest High	84	1	13	4	3
Escambia County School District	2149	111	389	130	182
Pine Forest High	80.0%	1.0%	12.4%	3.8%	2.9%
Escambia County School District	72.6%	3.7%	13.1%	4.4%	6.1%



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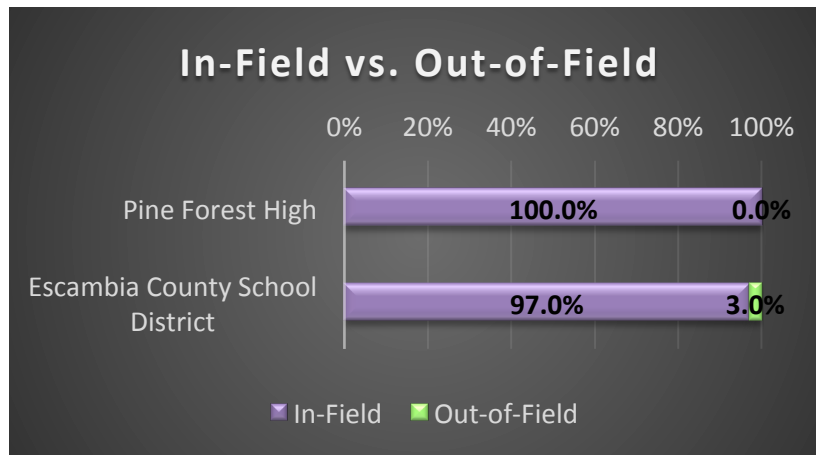
Certificate Type

School Name	Holding Professional Certification	Holding Temporary Certification
Pine Forest High	79.5%	20.5%
Escambia County School District	92.4%	7.6%



In-Field vs. Out-of-Field

School Name	In-Field	Out-of-Field
Pine Forest High	100.0%	0.0%
Escambia County School District	97.0%	3.0%



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B. Areas of Focus

Item 4: Area(s) of Focus selected by the district based upon the school's needs assessment.

- | | |
|-------------------------------------------------------------------|-----------------------------------------------------|
| <input checked="" type="checkbox"/> 1. Assessments | <input type="checkbox"/> 4. School Leadership |
| <input type="checkbox"/> 2. Instructional Programs | <input type="checkbox"/> 5. Increased Learning Time |
| <input checked="" type="checkbox"/> 3. Differentiated Instruction | |

Item 5: Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

The DLT will work specifically with the Evaluation Services Department to develop an excel file for each school to import the 2017 FSA scores as a percentile, import the results of each Standard Based Probes in Schoolnet as a percentile, then teachers will add the percent correct from each formative and summative assessment that is administered. The DLT will develop school assessment calendars that should include all formative and summative assessments in ELA, math and science to ensure the assessments meet the limitations of the FSA item specifications. In addition, the DLT along with the principal and school leadership team will review this information and data from other standards based assessments. Based upon the results of the data, teachers will be provided coaching on lesson plan development aligned with Lesson Study and in-classroom coaching using the attached flow chart process.

School data teams, with district support, will interpret the data they have collected and prepared. In interpreting the data, one generally useful objective is to identify each class's overall areas of relative strengths and weaknesses so that teachers can allocate instructional time and resources to the content that is most pressing. Another useful objective is to identify students' individual strengths and weaknesses so that teachers can adapt their assignments, instructional methods, and feedback in ways that address those individual needs. The kinds of changes they choose to implement may include—but are not limited to—one or more of the following: allocating more time for topics with which students are struggling; reordering the curriculum to shore up essential skills with which students are struggling; designating particular students to receive additional help with particular skills (i.e., grouping or regrouping students); through Lesson Study attempting new ways of teaching difficult or complex concepts, especially based on best practices identified by teaching colleagues; better aligning performance expectations among classrooms or between departments; and/or better aligning curricular emphasis among grade levels and departments.

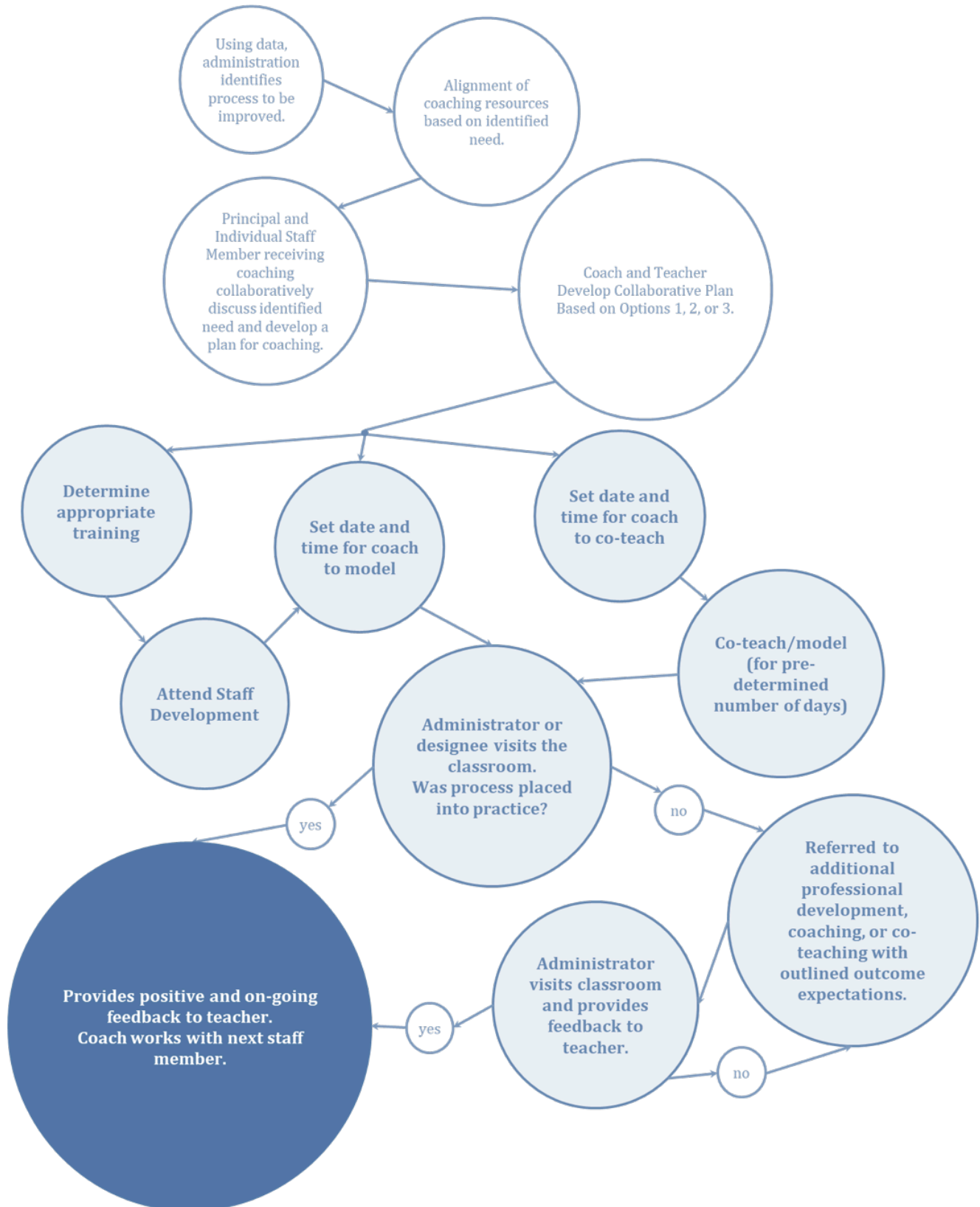
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Classroom instruction and the content must be aligned and be featured at the center of every lesson to ensure that teaching is to the standards. Aligned instructional practice can be observed when the content and teacher's instructional choices allow students to get to the full intent of the standards. Schools will utilize the instructional practice guides developed by Student Achievement Partners. Using these instructional practice guides as a tool for classroom walkthroughs will allow focus on the specific actions teachers and students take to address the key shifts required by the standards and the FSA item specifications.

The school will continue to utilize the Professional Learning Community (PLC) process that is embedded in the daily schedule. Teachers will meet in teams based on their subject areas and using previous data, test item specifications, and district curriculum maps, select Power Standards that they feel are essential to their course and units of study. Using these Power Standards, the PLC will create Common Formative Assessments (CFA) and Common Summative Assessments (CSA) to administer to the students. Using the data from these CFA's and CSA's, the teachers will place students into the daily remediation and enrichment time, SOAR (Student Opportunities for Academic Reinforcement). Teachers chose students to attend their SOAR sessions if they see a need for remediation on the given Power Standards or an opportunity for enrichment for a group of students. If a student is not pulled by a teacher for a SOAR session, they are given the option to self select a course that they would like more time to concentrate on or to further their learning during SOAR. The PLC's meet for 90 minutes each week and discuss the CFA pre and post data from the SOAR remediation and share which students have shown proficiency at 80% on a re-test and can be moved out of their SOAR remediation. The PLC's also look at the data to divide the areas that will need improvement between each PLC member for their students. Weekly, they create the courses that each member will teach during SOAR in order to reach all the students that may need to be addressed in different areas based on the data shared. PFHS uses an online scheduling program, Enriching Students, to schedule the students each day for the SOAR time. A student's schedule can change on a weekly basis based on their curriculum needs and differentiation opportunities presented by their all their teachers.

Data Driven Coaching

A Process for Teacher Coaching to Increase Student Achievement



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English Language Arts (ELA)

Pine Forest is provided a full time literacy coach and in addition two administrators are former literacy coaches. Pine Forest has developed their own calendar for standards focus and assessment, but the district-made assessments available to them to match their standards focus and review their assessment data with school administration and instructional leaders to recommend the best strategies to target areas of need. The ELA Department will also offer support for standards-based planning, questioning strategies, and text analysis.

Mathematics

Utilizing the standard based probes in Schoolnet, collaborative data discussions will occur with all stakeholders: students, teachers, Mathematics Specialist and/or Teacher on Special Assignment, and administrators. Through the conversations, instructional decisions for small group implementation will occur for the teachers. This will include reflection of what worked, what did not work, and what the next steps need to be to ensure opportunity for growth and success for all students.

Standard based planning, small groups, and assessments will be the target for professional development with an emphasis on rigor in the classroom. Rigor in mathematics is defined as Conceptual Understanding, Procedural Skill and Fluency, and Application. Through the planning component, teachers will be guided to utilize the following documents to unpack and pack the standards for mastery; Standards document, Item Specifications, and Achievement Level Descriptors. During the planning, resources will be shared and analyzed for the best use of differentiation with the students in order to meet their needs for growth. Utilizing resources from Everglades K-12, Learnzillion, and Engage NY, teachers will have the opportunity to ensure differentiation for the students. Curriculum coach will support PLC's and data informed walkthroughs will occur with administration and Mathematics Specialist.

Science

Biology teachers are meeting weekly in a PLC to collaborate on standards based lesson plans. Common formative assessments are being utilized and support will be given as needed to focus on differentiating instruction and remediation based on data from these assessments. Bellringers for all FSA benchmarks will be assigned to students during Biology. The District will provide a semester exam in Schoolnet focused on the required benchmarks in the pacing guide. Data from the semester exam will be used to guide review in preparation for the State End of Course (EOC) exam in Biology.

Chemistry, Marine Science, and Physical Science students will be required to take teacher made District EOC exams based on the District Blueprint. Learning communities have been formed with these groups for standards based planning and assessment. Support will be given in directing teachers to use data from Schoolnet, bellringers, and/or tests to guide their instruction.