



Turnaround Option Plan – Phase 2

Palm Beach Lakes High School #1851

Palm Beach 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).

Palm Beach Lakes High School #1851

District Managed Turnaround

Part I: Needs Assessment

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

The needs assessment process and methodology included: a review of Step Zero documentation, 8 Step Problem Solving, Title I Comprehensive Needs Assessment, School Improvement Plan, and local community group needs assessments and recommendations. This process included an analysis of school performance, school discipline and attendance data, demographic data, numbers of homeless students and those in foster care, proportion of students who have come in contact with the juvenile justice system, school utilization of the elements of MTSS including School-wide Positive Behavior Support, School Based Problem Solving Teams, community supports utilized by the school, gaps in available resources, and Census and crime data about the surrounding community. The results were categorized into the five domains inspired by the 5Essentials Framework:

Effective Leadership

Points of Strength: 88% of teachers rate trust among teachers and school administrators as positive (Source: School Effectiveness Questionnaire [SEQ]). The Principal, Mr. David Alfonso, has been with the District almost 25 years and previously worked as an assistant principal, principal, and most recently as a principal supervisor. For almost 6 years he supported school based administrators in every aspect of operations. He spent extensive time working with low performing schools and monitoring the work of successful turnaround principals. Mr. Alfonso has been the Principal of Palm Beach Lakes High School for just over one year. He was personally chosen by the Superintendent to lead the school and has made tremendous gains in just one year. Teacher morale has improved, student discipline has decreased, and he has quickly become a leader that is respected by the students, staff, and community. The Principal is supported by a Regional Superintendent and her team which consists of Instructional Superintendents, Single School Culture Coordinators, and content-area expert Transformation Specialists.

Areas for Growth: Only 77% of teachers believe that they get sufficient help from school administrators to assist low achieving students in their classes (Source: SEQ).

Current Strategy: As evidenced in the School Improvement Plan (SIP), the school is empowering teacher-leaders to provide instructional leadership and reinforce the new direction of the school through school-wide support.

Revised Strategy: The school will reinforce this strategy by building capacity with new teachers and with teachers entering the profession from out of field. This will be accomplished by utilizing the support of the regional instructional specialists as teacher-mentors. These teachers will also be encouraged to access the e-Learning Management resources offered through the District for self-study and self-monitoring.

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Professional Capacity

Points of Strength: 81.33% of teachers were rated effective using the District’s teacher rating system that incorporates the teacher’s Instructional Practice, Student Performance and Professional Growth ratings (Source: District Teacher Effectiveness FY16). Observations on instructional practice provide feedback to teachers throughout the school year. Professional Learning Communities encourage collaboration and shared professional development.

Areas for Growth: Referencing the table below, 13.9% of teachers at this school were rated Unsatisfactory (U) or Needs Improvement (NI) (Source: State VAM 2-Year Aggregate FY17; and Algebra VAM FY17). 66% of teachers have less than 7 years of experience with 22% having 0-3 years of experience (Source: Principal Dashboard). 85.2% of Level 1/2 students have teachers with 0-3 years of experience compared to 70.9% of District Level 1/2 high school students (Source: Principal Dashboard).

Table: State VAM 2-Year Aggregate FY17

Rating	SDPBC		Palm Beach Lakes (ELA & Algebra)	
	n	%	n	%
Highly Effective	747	20.7	3	8.3
Effective	2131	59.1	27	75.0
Needs Improvement	355	9.9	3	8.3
Unsatisfactory	370	10.3	3	8.3
U and NI (Combined)	725	20.1	5	13.9
	3603		36	

Current Strategy: The school is striving to remediate U or NI teachers through professional development.

Revised Strategy: To accelerate improvements to student achievement, the School District will remove teachers rated U at this school by the 11-day count. In the case of teachers rated NI in the school, the District will provide intensive coaching and team teaching, pairing NI teachers with Single School Culture Coordinators, or other coaches. The District chose to use the 2-year aggregate this year to accelerate the progression toward using annual or 1-year VAM data next year for the purposes of strategic staffing. In addition to the removal of U teachers and coaching for NI teachers, the district will implement strategies to attract and retain teachers at this school.

The District teacher turnover rate is 15%. At Palm Beach Lakes that rate is 17% just slightly above the average. Therefore, the District will continue to reinforce existing retention strategies and implement new leadership opportunities for teachers. Specifically, depending on teacher intent, advanced opportunities will have some weighted admissions criteria and will provide a priority for teachers at these schools for teacher-leader opportunities, such as department chair.

Ambitious Instruction and Learning

Points of Strength: Instruction is differentiated and may be supplemented to assist students having difficulty. 87% of teachers believe they have easy access to the curriculum materials and equipment needed for their work in the school (Source: SEQ).

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Areas for Growth: 20.2% of students scored level 3 or above on 10th grade FSA compared to 51.1% of District students (Source: District Research and Evaluation). 53.7% of students scored level 1 on 10th grade FSA compared to 24.8% of District students (Source: District Research and Evaluation). Only 19%, 12% and 18% of students scored level 3 or above on Algebra 1, Algebra 2, and Geometry EOCs compared to 62%, 52%, and 55% of District students (Source: Research and Evaluation). 19% of students are ELL with many not literate in their native language (Source: Principal Dashboard).

Current Strategy: As evidenced in the School Improvement Plan (SIP), the school is implementing team teaching with instructional coaches, data chats, and progress monitoring.

Revised Strategy: The school will reconsider this strategy by reinforcing foundation pedagogical professional development, providing teachers with support in developing standards-based lessons and then enhanced team teaching with instructional specialists.

Supportive Environment

Points of Strength: Response to Intervention is provided. The school integrates Single School Culture through a full-time Single School Culture Coordinator. The SSCC ensures Single School Culture for Academics, Behavior, and School Climate. The school uses Universal Guidelines for Success, following a Behavioral Matrix. Positive school-wide behavior is implemented through the use of Restorative Justice. Through a partnership with Motivational Coaches of America (MCUSA), select students receive motivational coaching.

Areas for Growth: The 2016 Student to Counselor Ratio based on the 2016 11-day count was 278 to 1 (Source: District Research and Evaluation). 14.4% of students were absent 11 or more days (Source: Principal Dashboard). Only 50.8% of teachers rate student conduct as positive compared to 74.4% of all District high schools (Source: SEQ). 70% of students rate school climate as positive on the SEQ compared to a District rate of 80% (Source: SEQ). Over a quarter (26.3%) of students have one or more office discipline referrals, 16.4% have one or more occurrence of in school suspension, and 14.2% have one or more occurrence of out-of-school suspension compared to 17.9%, 5.9%, and 7.1% of District high school students, respectively (Source: Principal Dashboard). Located in an area of escalating violence, the crime rate in the municipality where the school is located (6,017.7/per 100,000 population) is almost double that of Palm Beach County (3,493/per 100,000 population). Attendance boundaries have also recently changed; so, rival, neighborhood gangs will be attending the school this year. During the 2015-16 school year, the school had the highest volume of student arrests (either school related or community arrests) of any District school with their number of students arrested for misdemeanors triple the rate of the school ranked #2 (Source: Florida Department of Juvenile Justice).

Current Strategy: As evidenced in the School Improvement Plan (SIP), the school is implementing social-emotion-learning through small group behavioral therapy and counseling supports.

Revised Strategy: The school will reinforce this strategy by expanding its work with community partners who specialize in supporting programming for youth in urban inner-cities and building capacity with teachers and other instructional staff. The school will also assign mentors for students, with a priority for Level 1 and

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2 students entering in the 9th grade to ensure a social and academic mentor develops a relationship with these at-risk students.

Family and Community Engagement

Points of Strength: Engagement is currently promoted through a School Advisory Council (SAC) and parent nights and conferences. The school partners with community groups to provide mentoring and social services.

Areas for Growth: The parent SEQ response rate is only 5.3%, compared to District rate of 18.6% (Source: SEQ). The school has a low FAFSA completion rate (22.1% versus District rate of 32.9%) indicating parents are not aware of or are in need of support to complete the form (Source: Florida C.A.N.). There is a lack of post-secondary education options among families as the school has the lowest rate of college enrollment the fall after high school graduation among District high schools (47% vs. District rate of 65%) (Source: District Research and Evaluation).

Current Strategy: As evidenced in the School Improvement Plan (SIP), the school hosts quarterly parent outreach activities.

Revised Strategy: The school will revise this strategy by incorporating activities offered by Career Source, the local workforce investment board, to encourage increased interest and attendance. These activities will include job fairs and career coaching events for adults.

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

The District Managed Turnaround Plan has been selected. Recent District reorganizations in July 2016 and July 2017, following an extensive strategic planning process in 2016, have led to an optimal District environment for managing school turnaround. The District displays a firm commitment to investing human and monetary resources to turn around low performing schools and sustain those improvements as evidenced by the extensive supports for school improvement at both the administration and school levels.

The new principal of Palm Beach Lakes is committed to the school, and the gains made in his first year are initial evidence that, given the additional supports provided through the turnaround option plan, he will be able to bring the school grade up to a “C” or higher.

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.

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District Capacity and Support

Alignment and allocation of support: The District is deeply committed to School Transformation and improving all of the schools on the Differentiated Accountability (DA) list. Transformation efforts are reported directly to the Deputy Superintendent and led by the Assistant Superintendent of School Transformation, who has responsibility for all School Transformation Efforts. This Assistant Superintendent is considered the “turnaround lead” for the District. The Principal will work directly with her, allowing for more immediate access to the Superintendent (*Assurance 3 District Governance Structure*).

Policies and practices: The Assistant Superintendent and the Deputy Superintendent currently meet with the Regional Executive Director (RED) for the Southeast Region monthly to review the progress of the DA schools and monitor the process of School Turnaround (*Assurance 1 District Leadership Team*). Multiple Instructional Reviews (IR) will be facilitated by the Regional Superintendent and include the school leadership team, representatives from District departments including Title I, ESE, Office of School Improvement, Multicultural, Safe Schools (MTSS), and a Regional Executive Director team member. The purpose of the IR is to analyze the school’s performance/trend data, conduct learning walks to monitor instructional practice, and engage in planning and problem solving to ensure previously identified barriers are being reduced and to identify new barriers. In addition to Instructional Reviews, the Principal will participate in one or more data chats with the Superintendent of Schools, the Deputy Superintendent/Chief of Staff, and the District’s Academic Cabinet for collaborative problem-solving around school improvement.

Governance structure: The Regional Superintendent has direct responsibility for supporting and supervising the DA schools in her region and supports the District’s Transformation efforts (*Assurance 2 District Support and Policies*). This model allows for ownership and accountability. The District Leadership Team and Regional Superintendent (who, with her small number of 7 schools, is in the best position to know her principals and schools well) provides weekly principal supervision and school support. Her support includes collaborative work with school leadership teams (not just the principal, but also assistant principals, instructional coaches, and other support staff) to cultivate school leadership. This supervisor framework incorporates the Model Principal Supervisor Professional Standards adopted by the Council of Chief State School Officers (CCSSO) in 2015.

Operational flexibility is defined as affording schools the opportunity to make decisions regarding staffing, time-task calendars, and budgeting to fully implement a comprehensive approach to substantially improve student achievement outcomes. The District provides flexibility to the school in staffing decisions by allowing priority hiring (*Assurance 4 Operational Flexibility*).

As further support in adapting evidence-based practices to fit Palm Beach Lakes’s unique needs, the Superintendent has hired a Director of School Transformation and Federal/State Programs. The Director has a proven track record of school reform, been awarded Principal of the Year, and garnered respect as a leader in utilizing Social Emotional Learning strategies to effect positive change in underperforming schools (*Assurance 2 District Support and Policies*).

The Superintendent has also initiated a policy of protected time for principals and school leadership teams by limiting meetings, mandates, and other actions that impact the focus on teaching and learning at the schools.

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Systems for review and monitoring: The Regional Superintendent has developed a plan for optimal human resource allocation to the school. Several members of her staff will spend a designated amount of time each week at the school to ensure that the school has all of the supports necessary to be successful in their turnaround efforts. The Regional Superintendent will also be responsible for coordinating data driven monitoring meetings, IRs, walkthroughs, learning walks, and classroom visits on a regular basis.

The Regional Superintendent, has an additional Instructional Superintendent that serves as the primary principal supervisor. The leadership team provides flexibility to the Principal in building his master schedule, including extended learning time for students and teachers (professional development and collaborative and collegial planning). The school will have flexibility in developing the school calendar to include school-based assessments, professional development, in school and out of school enrichment activities, school events, parent engagement initiatives, and the ability to use instructional time flexibly (*Assurance 4 Operational Flexibility*).

School Capacity

Administrators

The Principal, Mr. David Alfonso, has been with the District almost 25 years and previously worked as an assistant principal, principal, and most recently as a principal supervisor. For almost 6 years, he supported school based administrators in every aspect of operations. He spent extensive time working with low performing schools and observing the work of successful turnaround principals. Mr. Alfonso has been the Principal of Palm Beach Lakes for just over one year. He was personally chosen by the Superintendent to lead the school and has made tremendous gains in just one year. Teacher morale has improved, student discipline has decreased, and he has quickly become a leader that is respected by the students, staff, and community. The Principal is supported by a Regional Superintendent, Instructional Superintendent and their team.

Educators

The District is committed to ensuring that the percentage of temporarily certified teachers, teachers rated unsatisfactory or in need of improvement, and out-of-field teachers at the school are not higher than the District average. The District has developed a cut formula that addressed low Proportion of a Year's Growth (PYG) (involuntarily) as well as preserves teachers who are still "emergent" (*Assurance 5 Instructional Staff*). The District is using existing contractual language related to involuntary transfers to relocate identified teachers.

The District will work towards completion of a Memorandum of Understanding (MOU) with the Certified Teachers Association (CTA) to provide complexity/performance pay at the school. The District has a successful history of providing both of these types of financial incentives through its multiple School Improvement Grants (SIG-g). Those MOUs and the previously agreed upon terms and conditions will be used as the foundation for development of a newly updated MOU that fits within the TOPS Phase 2 timeline as well as budgetary allowances.

Included in the District Strategic Plan is the initiative: "Establish and implement recognition and differentiated compensation systems". This initiative, which is part of the High Performance Culture strategic theme, will be implemented during Phase 3 of the 2016-2021 plan. As such, the District is committed to implementing some version of pay for performance within the next 5 years; and, this project will serve as an important contributor to the ultimate design of that program.

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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 Principal will have regularly scheduled support meetings with the Assistant Superintendent of School Transformation and Regional Superintendent. The purpose of the meetings is to monitor the effective implementation of the Turnaround Plan and provide support for overcoming barriers and implementing strategies and action steps to achieve success. In addition, the strategies described above including instructional reviews, data chats, and onsite support, will ensure that any systemic barriers that arise can be dealt with swiftly to ensure that the school has the District-level support it needs to be successful.

Areas of Focus – Assessments & Differentiated Instruction

The school will create ongoing opportunities for teachers to unpack the Florida State Standards and to plan and discuss curriculum that aligns to the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings, and promote opportunities for growth in instructional practice, curriculum, and the standards. The school will utilize team planning, weekly Professional Learning Communities (PLC) and monthly curriculum planning afterschool meetings to unpack the standards, develop focus calendars, and ensure that all teachers understand and apply the standards properly.

Teachers will use a comprehensive set of **assessments** (e.g. diagnostic, formative, benchmark, and summative). During the aforementioned meetings, teachers and coaches will work together to look for patterns of achievement on these assessments and use this data to reflect and adjust their practice. They will identify effective instructional strategies and make adjustments to their practices and routines. Assessments will be used as an instructional tool with the students by ensuring learning goals and scales are understood by the students so they know the criteria and have the ability to articulate the performance standard. Coaches and teachers will work seamlessly to ensure monitoring of student learning is taking place and provide feedback to students that is timely, constructive and substantive. Academic tutors will work directly with students in the classroom so corrective feedback is incorporated during the lesson as opposed to post-lesson remediation.

Teachers will use data to monitor progress towards student achievement goals and adjust instruction, accordingly. This increased data analysis will allow for increased **differentiated instruction** where whole class, small group, and individualized instruction will occur. Teachers will be coached on the evidence of student understanding for quick differentiation and will pose specifically created subject area questions to elicit evidence of student understanding. Finally, students will assess their own work against established criteria and have a voice in instructional options to meet with standards mastery.